DOCUMENT RESUME

ED 338 387 PS 019 964

AUTHOR Peppard, Judy
TITLE Promising Practices and Programs for the Middle-Level Grades. Bulletin No. 91495.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison. Bureau for Teacher Education, Licensing, and Placement.
PUB DATE May 91
NOTE 81p.
AVAILABLE FROM Bureau for Teacher Education, Licensing, and Placement, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adolescents; At Risk Persons; Community Services; *Curriculum Development; *Demonstration Programs; *Educational Improvement; *Educational Quality; Extracurricular Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Leadership Responsibility; *Middle Schools; Orientation; Preadolescents; Program Effectiveness; Program Evaluation; Surveys
IDENTIFIERS *Wisconsin

ABSTRACT

This resource guide is the outcome of a 1989-1990 survey of school practices and programs that was distributed to all middle-level principals in Wisconsin public schools. The purposes of the survey were to assess the extent of middle-level programming in Wisconsin; highlight some needs in a school improvement effort; and share promising practices. Principals from 66 schools contributed more than 100 descriptions of programs and practices. A list of school districts and schools that participated in the survey is included. A discussion of program evaluation is followed by a list of professional support and resource organizations and six references. Then, the programs cited by the principals are described. The programs are divided into ten categories: (1) advisor-advisee programs; (2) at-risk strategies; (3) curriculum initiatives; (4) interdisciplinary teaming; (5) leadership: shared decision making; (6) orientation programs; (7) student activity programs; (8) student recognition programs; (9) community service programs; and (10) other programs and practices. Appended are the survey and follow-up letter that were used and the Wisconsin school district standards and administrative rules. (GLR)

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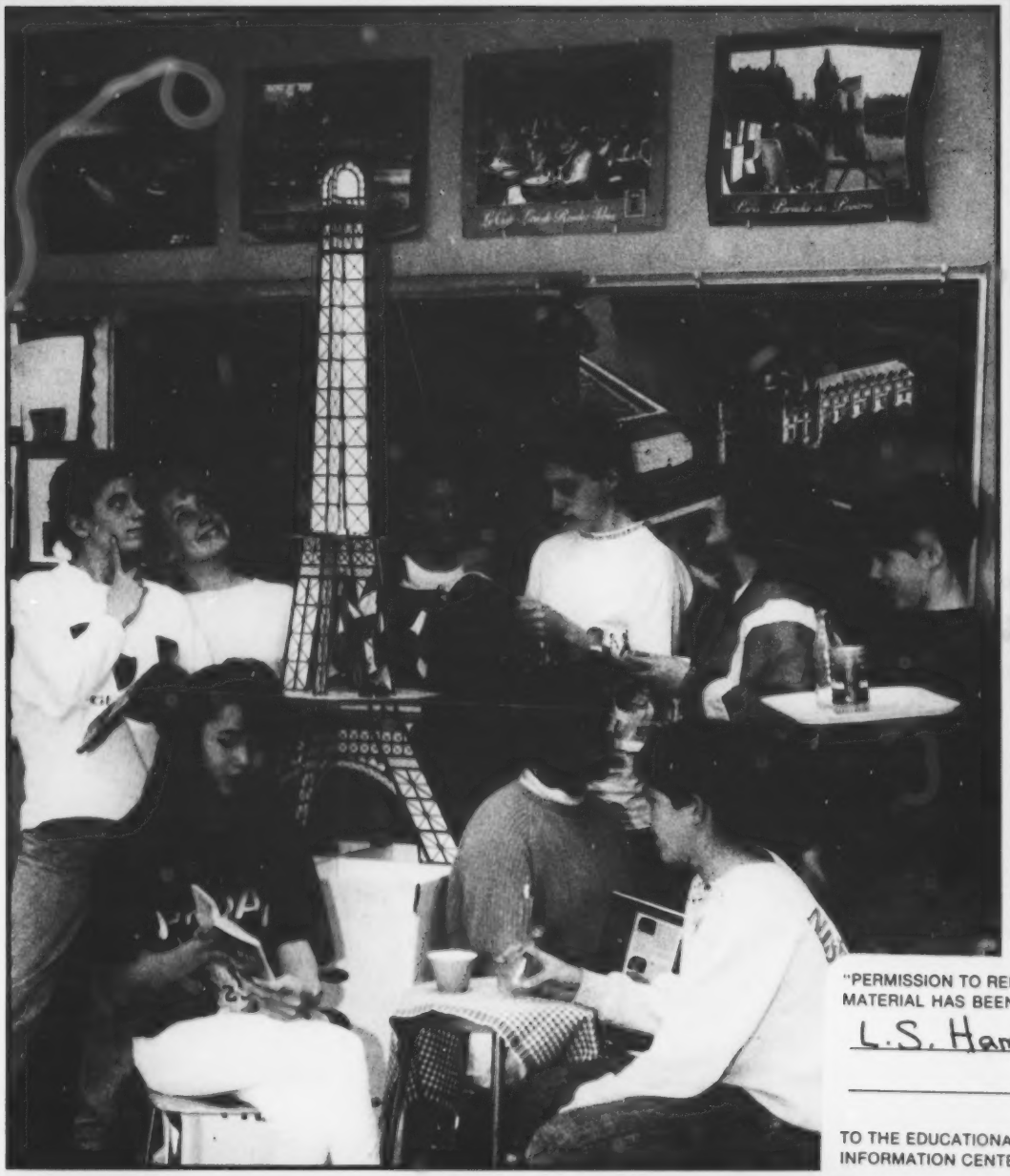

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Promising Practices and Programs for the Middle-Level Grades

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May 1991

Bulletin No. 91495

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Foreword

The middle-school years are a time of challenges and changes for students and teachers alike. As young adolescents in the middle-level grades experience new phases of emotional, physical, and cognitive development, educators and parents must respond to their unique needs with sensitivity and skill. This publication presents school programs and strategies proven to be successful in addressing the needs of "the student in the middle." It is my hope that teachers, administrators, and counselors will be able to benefit and learn from the insights offered by their colleagues in these pages, and that by sharing information, we may take another step toward understanding how best to guide our children through the middle-level years.

Herbert J. Grover
State Superintendent

Preface

Each school day in Wisconsin, exciting practices in public schools challenge and encourage middle-level students. These promising practices merit a wider audience.

One of the problems that educators face is isolation, with its resulting insularity. The demands of the school day schedule leave little time for reflection, evaluation, or communication with peers. Visiting and observing other classrooms or schools often present difficulties. With many excellent programs and practices existing in schools, a dilemma results: How can educators gain access to the wealth of promising practices and programs being implemented throughout the Wisconsin school system? This publication attempts to address the dilemma. Middle school improvement plans incorporating over 95 practices in ten areas are described in the following pages. Access to information regarding the plans is a phone call or letter away.

Middle schools have been called the "last best chance" to prevent student failure. Although Wisconsin public schools rank high in the nation for their successes, the need for improvement continues. The practices contributed by educators for this publication offer viable models for preventing failure and strengthening the educational experience of the student in the middle.

Judy Peppard
Education Consultant, Middle Level

Acknowledgments

Contributors

Promising Practices and Programs for the Middle-Level Grades is an outcome of the 1989-90 survey of those public school programs that included grade seven. For that survey, the Wisconsin Association for Middle-Level Education and the Association of Wisconsin School Administrators—Middle-level Education Commission provided both encouragement and financial support. Dr. Robert Gomoll, Director of the Bureau for School Improvement at the Department of Public Instruction, initiated the resource guide for middle-level programs. Dr. Jerry Rottier, Professor of Education, University of Wisconsin-Eau Claire, developed and fine tuned the survey instrument and was also responsible for tabulating the data, including the lists from schools that indicated the presence of promising programs. Finally, appreciation is extended to the many middle-level educators who submitted their programs in an effort to promote cooperative school improvement. Through the support and involvement of these groups and individuals, this resource guide exists.

Survey Respondents

Listed here are the school districts and schools that participated in a survey the Department of Public Instruction sent to middle-level public school principals in October 1989 (see Appendix A). The principals were asked to identify and provide descriptions of exemplary programs and practices. Their willingness to supply information and to take the time to complete the initial survey and the follow-up forms is much appreciated.

Albany School District
Albany Middle School

Ashwaubenon School District
Parkview Middle School

Berlin Area School District
Clay Lamberton Middle School

Birchwood School District
Birchwood Elementary School

Black River Falls School District
Black River Falls Middle School

Brillion School District
Brillion Junior-Senior High School

Brown Deer School District
Brown Deer Middle School

Cambria-Friesland School District
Cambria-Friesland Middle School

Clayton School District
Clayton Elementary School
Clayton High School

Cornell School District
Cornell Junior-Senior High School

Cumberland School District
Cumberland Junior High School

Darlington Community School District
Nelson Middle School

D. C. Everest Area School District
D. C. Everest Junior High School

Elk Mound Area School District
Elk Mound Elementary School

Elmbrook School District
Elmbrook Middle School

Fennimore Community School District
Fennimore Elementary School

Genoa City Joint School District #2
Brookwood Elementary School

Glendale-River Hills School District
Glen Hills Middle School

Greendale School District
Greendale Middle School

Greenfield School District
Greenfield Middle School

Hudson School District
Hudson Junior High School

Jefferson School District
Jefferson Middle School

Kenosha Unified School District
Lance Junior High School

Kettle Moraine School District
Kettle Moraine Middle School

Kimberly Area School District
J. R. Gerritts Middle School

La Crosse School District
Logan Middle School
Longfellow Middle School

Ladysmith-Hawkins School District
Hawkins Elementary School

Lancaster Community School District
Lancaster Middle School

Loyal School District
Loyal Junior High School

Madison Metropolitan School District
Cherokee Middle School
Van Hise Middle School

Markesan School District
Markesan Middle School

McFarland School District
Indian Mound Middle School

Menasha Joint School District
Butte des Morts Junior High School

Menomonie Area School District
Menomonie Junior High School

Mineral Point Unified School District
Mineral Point Middle School

Milwaukee School District
Roosevelt Middle School of the Arts
Steuben Middle School
Walker Middle School

Monona Grove School District
Winnequah Middle School

Mosinee School District
Mosinee Middle School

Nekoosa School District
Alexander Middle School

Northwood School District
Northwood Elementary School

Oak Creek-Franklin Joint School District #1
Oak Creek Junior High School

Oconto Falls School District
Washington Middle School

Pecatonica Area School District
Pecatonica High School

Phillips School District
Phillips Middle School

Pulaski School District
Glenbrook Middle School

Racine Unified School District
Middle School Academy

River Falls School District
River Falls Middle School

Seymour Community School District
Black Creek Elementary School

Sheboygan Area School District
Horace Mann Middle School
Farnsworth Middle School

Sheboygan Falls School District
Sheboygan Falls Middle School

Sturgeon Bay School District
T. J. Walker Middle School

Superior School District
Central Junior High School

Three Lakes School District
Three Lakes Junior High School

Two Rivers School District
L. B. Clarke Middle School

Verona Area School District
Verona Middle School

Waukesha School District
Butler Middle School

Wautoma Area School District
Dafoe Middle School

West Allis-West Milwaukee School District
F. L. Wright Middle School

West De Pere School District
West De Pere Junior High School

West Grant School District
West Grant Junior High School

Whitehall School District
Whitehall Memorial High School

Wisconsin Heights School District
Black Earth Elementary School

Wisconsin Department of Public Instruction

Recognition is due to the following Department of Public Instruction staff members for their assistance in the preparation of this book: Gigi Durham, content editor; Telise Johnsen, format consultant; Dianne Penman, typesetter; Victoria Rettenmund, graphic artist; and Lisa Isgitt and Jessica Early, proofreaders.

Introduction

Background

During October 1989, all middle-level principals in Wisconsin public schools were asked to respond to a survey of their school practices and programs. The purpose of the survey was to assess the extent of middle-level programming in Wisconsin, highlight some needs in a school improvement effort, and share promising practices. To that end, principals were to indicate programs or practices within their schools they would deem "exemplary." For the purposes of the survey, "exemplary" signified a promising practice or program that might assist other educators in school improvement initiatives (see Appendix A). While the Department of Public Instruction does not formally endorse each practice and program listed, it is hoped that such a listing will stimulate innovation and experimentation among middle-level educators.

Contributors

Principals from 66 schools contributed more than 100 programs and practices for dissemination. Schools ranging from 90 to 1,200 students are represented in this book. The program descriptions provide a wide scope of activities which can be used as resources to promote school improvement.

Not all programs have been included in this publication. Duplication or similarity between programs was a factor in determining inclusion. Limited space was another. Most descriptions were edited to provide a similarity in format. The descriptions have been arranged in chapters that reflect current areas of interest in middle-level program development. Within the chapter, program descriptions are listed by the alphabetical order of the contributing school district.

Users of this publication are asked to determine to what extent the programs and practices listed might be helpful or applicable in their own school settings. For further information about any program, contact should be made directly with the school resource personnel listed in the program descriptions.

Middle-Level Reorganization

In the 20-year period from 1968 to 1988, the number of middle schools with grades six through eight quadrupled. In that same period, the traditional junior high school with grades seven through nine decreased by 34 percent, as the table here indicates.

School Year	1968-69		1981-82		1988-89	
Grades	**No. of Schools**	**Percentage of Schools**	**No. of Schools**	**Percentage of Schools**	**No. of Schools**	**Percentage of Schools**
4-8	7	3%	3	1%	8	3%
5-8	13	5%	29	10%	42	14%
6-8	26	11%	84	29%	120	41%
7-8	71	31%	95	33%	74	26%
7-9	115	50%	80	27%	45	16%
Totals	232	100%	291	100%	289	100%

Data from the Department of Public Instruction

In the October 1989 survey, 60 percent of the Wisconsin principals of middle-level grades reported that the most important reason for changing to a middle-level school was to provide a program specifically designed for students in this age group. The degree of movement toward middle-level grade configurations (especially for grades six through eight) reflects the goal of principals to provide programs and practices that are more responsive to the needs and characteristics of the middle-level learner.

In addition to changes in middle-level grade configurations, school administrators have had to be responsive to the state-legislated mandates, the "Twenty Standards." These mandates impose certain requirements for public school districts which affect middle-level programs and practices (see Appendix B). Programs for students who are at risk of educational failure and for those identified as gifted and talented are only two of the state standards that have had an impact on middle-level programming. Examples of programs developed to meet these two standards are included in this publication.

When a school program or practice is adopted or modified, the entire school is affected. Since the school is a living system, every program, practice, attitude, and experience affects the whole. Change in one area results in system-wide impact. For a program or practice to be successfully implemented, the effects of change should be both anticipated and supported. Schools that successfully implement a new program provide for the involvement of those who are likely to be affected by it, communicate the goals of the program throughout the school community, and evaluate the program both during the course of its implementation and at its conclusion.

Identifying the ideal middle-level school provides a starting point in determining where one is and where one needs to go to improve educational programs for the young adolescent. The eight principles in the report *Turning Points: Preparing American Youth for the 21st Century* (1989) provide the foundation for this ideal middle-level school. The principles, synopsized, include:

- establishing a climate for personal growth and intellectual development in the school
- teaching students to think critically, live healthfully, behave ethically and lawfully, and fulfill the responsibilities of citizenship
- providing the opportunity for all young adolescents to succeed in every aspect of the middle-level program
- empowering experienced adults with a sound knowledge of middle-grade students to make decisions affecting those students
- selecting teachers trained in the education of young adolescents to teach in middle-grade schools
- ensuring the good health of young adolescents
- facilitating the involvement of families in middle-level education
- building stronger community involvement in the schools.

These principles are elaborated in *The Middle Level Grades: Where We Are, Where We Need to Be* (Peppard & Rottier, 1990, pp. 30-33).

Evaluation

To determine the effectiveness of an educational program or practice, evaluation is critical. Too often, systematic evaluation is the "missing link" in program implementation or continuation. How can the success of educational practices be determined without a process that examines program outcomes?

As Gottman and Clasen state in *Evaluation in Education* (1972), "Evaluation is quality control of the processes and outcomes of an educational program" (p. 16). They recommend that in assessing a new program, four steps be followed. The first is to answer the "Why?" of the program: Why should the program exist? What are the needs it fills? The second step is to address the "What?": What are the objectives, or what will the program accomplish? The third step asks the "How?" question: How will the program be

structured to meet the objectives? The last step addresses evaluation, or "How will you know?" What kinds of information should be gathered so that you know if the *how* is meeting the *what* for the *why*? In other words, is the program meeting its objectives and thus responding to the students' needs? Central to these steps is the consideration of what effect the program or practice will have on the overall school environment.

Action research involves a similar process of evaluating educational programs and practices. The term describes the evaluation of immediate, practical problems in education with the goal of improving practices within the school. It is conducted by people who want to evaluate their own work settings. Action research represents the belief that teachers are more apt to learn from their own experimentation and evaluation. The objects of action research are the educator's own practices, understanding of these practices, and the school settings in which they are implemented.

A spiral of planning, acting, observing, and reflecting are central to action research, as described below (Carr and Kemmis, 1986; Oja and Smulyan, 1989).

- Stating the problem or identifying the initial plan begins the process. For what reason(s) is the status quo no longer acceptable in the classroom or school?
- Defining the variables in the setting is the next step. What are all of the physical, psychological, and social factors within the environment that influence the problem and possible outcomes? What opportunities, possibilities, or constraints exist?
- The statement of hypothesis follows. What is the belief about what will be accomplished? What is the anticipated outcome?
- The implementation of the program or practice is monitored through the gathering of data relevant to the anticipated outcomes.
- These data are analyzed and, finally, a conclusion is drawn. How effectively does the program address the problem? Should the program be continued? Are modifications called for? These questions lead back to the first step of the action research spiral.

Both of the evaluation models endorse communication and collaboration with the school community as an essential aspect of program evaluation and implementation. Including others broadens the base of support for a school program and ultimately affects how the program is accepted. An outcome of communication and collaboration is the empowerment of staff and shared decision-making within the school.

When considering a new practice or program, the evaluation component should be an integral part of an adoption plan. To make valid determinations about the effectiveness of a program's outcomes, evaluation is essential. Too often, as Gottman and Clasen note in *Evaluation in Education* (1972), educators function in an "informational vacuum." Relying on subjective evaluations of success is one reason a vacuum is created. Another is ignoring information that is at the disposal of educators. This information includes research findings as well as data available at the school level such as attendance and disciplinary records, test results, and curriculum evaluations. Educators too often fail to ask relevant questions regarding student interests, concerns, needs, and characteristics. This failure to question contributes to the vacuum.

Functioning in an informational vacuum results in educators making unrealistic, unfounded, or false assumptions about themselves and others. Evaluation through action research or some similar process eliminates the vacuum. Decisions about educational programs that are based on research and effectiveness within the school community are more likely to meet the needs of students.

Professional Support and Resource Organizations

As programs and practices are initiated or modified, a network of organizations is available as a resource. These groups provide expertise on the wide range of programs that affect the development of middle-level students. Information about how to contact each organization is included below.

Association for Wisconsin School Administrators — Middle-Level Education Commission (AWSA-MLEC)

The purpose of AWSA-MLEC is to represent middle-level education as well as foster cooperation and communication with other organizations regarding middle-level education issues; provide relevant conference experiences; advocate curriculums, instructions, and activities appropriate to middle-level education; and advise and make recommendations to the Association of Wisconsin School Administrators Board of Directors. The chairperson of the group is Tom Hill, Tomah Jr. High School, 611 Clark Street, Tomah, WI 54660. Phone: (608) 372-5986.

Center of Education for the Young Adolescent (CEYA)

CEYA was established in 1986 with the College of Education at the University of Wisconsin at Platteville. Its services include a quarterly publication, *Middle Link*, topical brochures, a videotape library, national and state middle-level resource materials, a summer seminar on the young adolescent, workshops, and an adolescent art collection. The address of the Center of Education for the Young Adolescent is University of Wisconsin-Platteville, One University Plaza, Platteville, WI 53818-3099. Phone: (608) 342-1276.

National Middle School Association (NMSA)

NMSA serves as an umbrella organization for educators, parents, and other lay citizens interested in the educational and developmental needs of youth between the ages of ten and 15. All members receive the *Middle School Journal*, NMSA's premier publication; *Target*, the association's newsletter; and *Middle Ground*, its newspaper of record. In addition, the association publishes numerous books and related materials. The National Middle School Association is located at 4807 Evanswood Drive, Columbus, OH 43229-6292. Phone: (614) 848-4301.

Wisconsin Association of Middle Level Educators (WAMLE)

The purpose of WAMLE is the improvement of education for students of middle-school age. The association facilitates staff development, serves as a clearing-house for information, assists in developing school improvement plans, helps to secure and maintain support of agencies and groups in Wisconsin, and represents middle-level schools in professional and public discussions of educational programs and problems. Featured are an annual spring conference, monologs, one-day drive-in seminars, and the publications *Middle Ed* and *WAMLE Notes*. The executive coordinator of the organization can be reached at WAMLE, 900 Winston Way, Waunakee, WI 53597. Phone: (608) 849-4888.

Future Directions

At the same time that early adolescents experience rapid growth, they struggle for maturity within a rapidly changing society. Middle-level educators face the challenges of providing for adolescents' social, emotional, physical, and academic needs. Developing educational programs that foster the growth of students toward productive, involved citizenship is a continuing concern. This publication is intended to provide one means for districts to examine resource programs that might help to improve the middle-level experience for students.

As new programs are developed, implemented, and evaluated, consider sharing the process and outcomes with other school personnel. A cooperative effort can help schools and communities maximize time and resources and improve their educational programs.

To provide programs that may be used as additional *Promising Practices* resources for middle-level schools in Wisconsin, send your school improvement program description(s) to:

Bureau for School Improvement
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

The following format is recommended for submitting descriptions:

1. Title of program
2. Name of school district
3. Name of school with middle-level grades
4. Population of school (not district)
5. Name and position of person who is responsible for program
6. Program description (please limit your description to 100-200 words)
7. Program outcomes

References

Carnegie Council on Adolescent Development. *Turning Points: Preparing American Youth for the 21st Century*. New York: Carnegie Corporation of New York, 1989.

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Oja, Sharon N., and Lisa Smulyan. *Collaborative Action Research: A Developmental Process*. Philadelphia: Falmer Press, 1989.

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1

Approaches That Work

Advisor-Advisee Programs
At-Risk Strategies
Curriculum Initiatives
Interdisciplinary Teaming
Leadership: Shared Decision Making
Orientation Programs
Student Activity Programs
Student Recognition Programs
Community Service Programs
Other Programs and Practices

Advisor/Advisee Programs

These programs support the social, emotional, and academic growth of students by linking a middle-school staff member with a small group of ten to 18 students. This staff member/advisor meets with students for a set period of time, usually on a daily basis. The students/advisees then have, within the school, one individual who gets to know them well and who guides their progress.

The programs vary from those in which there is an established curriculum for each grade to unstructured approaches in which students discuss with the advisor any topical concern or issue.

Advisory Program

School	Hudson Junior High
Grades in School	7-9
Student Population	705
District	Hudson
Contact Person	Jerome Dunaski
Position	Principal
Address	Route 4 County Trunk UU Hudson, WI 54016
Phone	(715) 386-4229

Program Description. This advisory program integrates the developmental guidance areas of academics/learning, personal/social, and career/vocational information into its daily meeting time. Guidance units specify objectives, materials to be used, and student activities. The program emphasizes improving academic achievement, self-responsibility, communication skills, insights into the self, career exploration, and positive regard. The program also features student assignment notebooks for the development of study skills.

Advisor/Advisee Program

School	Jefferson Middle
Grades in School	7-8
Student Population	230
District	Jefferson
Contact Person	Al Peters
Position	Principal
Address	201 South Copeland Jefferson, WI 53549
Phone	(414) 674-3420

Program Description. This long-established program has a number of features. Every other day, uninterrupted silent sustained reading (USSR) rotates with 34-minute advisor/advisee meetings. Meetings are devoted to group guidance, values discussion, study skills, day-to-day living activities, group athletics, and personal conferences. The advisor conducts two parent-teacher conferences each year. Weekly plans guide the program, with ongoing and annual evaluations.

Advisor/Advisee Program

School	J. R. Gerritts Middle
Grades in School	6-8
Student Population	320
District	Kimberly
Contact Person	Tim Handrich
Position	Counselor
Address	125 East Kimberly Kimberly, WI 54136
Phone	(414) 788-7910

Program Description. The advisor-advisee program meets from 8 until 8:25 a.m. daily. On each Monday and Thursday, silent reading is featured. On Tuesdays, group discussions center on common monthly themes. Some examples of these themes are "Know Yourself and Others" (August), "Academics" (September), "Choices and Consequences" (October), "Community/Citizenship" (March), and "Wellness" (April). On Wednesdays and Fridays, students have a monitored study time during which individual help is available from teachers.

Advisor/Advisee

School	Mosinee Middle
Grades in School	4-8
Student Population	632
District	Mosinee
Contact Person	James Ronca
Position	Principal
Address	700 High Street Mosinee, WI 54455
Phone	(715) 693-3660

Program Description. Mosinee Middle School features a student-to-staff ratio of 14-17 to one. The program offers activities that address the emotional and social needs of students in a supportive setting. Activities include career exploration, decision making, goal setting, study skills, self-analysis, peer and adult relationships, and games such as *Trivial Pursuit* and *Brain Bowl*. The program is offered daily for 25 minutes.

Teacher-Advisee (TA) Program

School	River Falls Middle
Grades in School	6-8
Student Population	560
District	River Falls
Contact Person	DeWayne Meyer
Position	Principal
Address	211 North Fremont River Falls, WI 54022
Phone	(715) 425-1820

Program Description. At River Falls Middle School, students belong to advisory groups of about 15 students. The groups meet daily for 25 minutes. One day each week is used to check assignments and grades. Three days' sessions focus on special themes/units including study skills, understanding the self and others, goal setting, careers, open meetings, peer pressures, abuse issues, and so on. Other school activities such as current events and Earth Day are integrated with the TA program. The final day in the week is "fun day." TAs can challenge each other or have special activities in their own groups.

Advisor/Advisee Program (Plus Program)

School	Farnsworth Middle
Grades in School	6-8
Student Population	578
District	Sheboygan Area
Contact Person	Allan Calabresa
Position	Principal
Contact Person	Perry Rettig
Position	Assistant Principal
Address	1017 Union Avenue Sheboygan, WI 53081
Phone	(414) 459-3655

Program Description. In the Farnsworth Plus Program, students are monitored in terms of their academic, social, and emotional growth. The Plus Program meets the first period of each school day for 40 minutes, a time known as the Plus Period. Students remain with their Plus Period teachers for all three years of middle school. Students are randomly assigned to Plus Periods; groups include sixth, seventh, and eighth graders. This grouping allows for cooperative learning, tutoring, and leadership opportunities. Advisors monitor their students' grades, report cards, assignments, and progress in the affective domain.

Homeroom Advisory Program

School	Verona Area Middle
Grades in School	6-8
Student Population	560
District	Verona Area
Contact Person	John Berge
Position	Principal
Address	400 North Main Street Verona, WI 53593
Phone	(608) 845-6454

Program Description. Students are scheduled into a daily homeroom period of 25 minutes with a six-day rotation cycle. The rotations include two days of homeroom advisory activities, two days of silent reading, and two days of tutorial. About 18 students are in each homeroom and remain with the teacher for the three years of

middle school. The goal is to provide a home base for each student in which the student's self and social awareness allow for a comfortable fit with the peer group during a challenging period of life. The program is coordinated by a teacher who has release time to develop a weekly schedule of activities that provide support for the program and staff.

At-Risk Strategies

Students who develop a pattern of failing in middle school are at risk of dropping out, usually during high school. To prevent students from dropping out, school districts are charged with developing programs to support at-risk students in Standard (n) of the Wisconsin Statutes (see Appendix B). Educators generally agree that the best strategies for at-risk students are those that prevent students from developing serious problems in school. To this end, many districts are establishing programs for students in kindergarten through 12th grade.

Self-Pacing

School	Brown Deer Middle
Grades in School	4-8
Student Population	625
District	Brown Deer
Contact Person	Linda Moore
Position	Assistant Principal
Address	5757 West Dean Road Brown Deer, WI 53223
Phone	(414) 354-7878

Program Description. The Brown Deer Middle School Self-Pacing program helps students in grades four through eight who have experienced failure and/or difficulty in school due to social immaturity, poor study skills, low achievement levels, and/or a lack of basic competencies. The program is designed to meet the needs of students requiring help in areas where the regular classroom teacher does not have the time or materials. Three full-time certified teachers staff the program. One works with grades four and five, and two work with grades six through eight. To tailor lessons to meet learner needs, the program teachers apply knowledge of adolescent development, the school's curriculum, conferencing techniques, and testing and evaluation. The program is flexible in that students can get help on a short- or long-term basis. The self-pacing program has been effective in providing a safety net for those students who would be "falling between the cracks."

Child At Risk Educationally (CARE)

School	Cambria-Friesland Middle/High
Grades in School	4-12
Student Population	275
District	Cambria-Friesland
Contact Person	Ellen Fisher
Position	At-Risk Coordinator
Address	410 East Edgewater Cambria, WI 53923
Phone	(414) 348-5135

Program Description. The Cambria-Friesland program provides a resource staff person for students in grades four through twelve whose needs are not met by other school programs. The definition for "at-risk" in the district is expanded to include any student in need for any period of time. The resource teacher helps students stay current with school work, work through situations that may interfere with school progress, improve study and organizational skills, and reinforce basic skills. Tutorial services are available on an open-door basis, whether long-term or temporary help is needed.

Promoting and Assisting Student Success (PASS)

School	Elk Mound Elementary
Grades in School	preK-8
Student Population	588
District	Elk Mound
Contact Person	Delphine Rogalla
Position	Principal
Contact Person	Bonnie Weber
Position	Speech Therapist
Address	302 University Street Elk Mound, WI 54739
Phone	(715) 879-5595

Program Description. The PASS program coordinates services within the school to assist at-risk students with their academic, social, and emotional development. Students who are not performing to their potential can be referred by a teacher or parent. The PASS committee (counselor, psychologist, speech therapist, principal) meets weekly to discuss intervention strategies to benefit students. In some instances, the intervention results in documenting simple strategies and their success or failure; in others, the coordination of strategies and involvement becomes more complex and may include community services. A complete description and forms used for the PASS program are available upon request.

Adapting Individual Student's Educational Program

School	Elmbrook Middle
Grades in School	7-8
Student Population	855
District	Elmbrook
Contact Person	Donald Van Buskirk
Position	Principal
Address	1500 Pilgrim Parkway Elm Grove, WI 53122
Phone	(414) 785-3920

Program Description. The Elmbrook program focuses on students who are unable to meet the academic expectations of staff. Once the impediments to a student's learning have been determined, an adapted program is developed. The student's instructional team, guidance counselor, social worker, and, in some cases, the school psychologist, determine the cause for lack of progress and develop a program. This adapted program can affect homework assignments, classroom expectations, and test materials. Adapted grades on student report cards reflect the individualized program. Parents are required to give consent for their student's participation. To be successful, team members must be willing to spend the time necessary to determine what the students can realistically handle and adjust their classwork accordingly. It is important for the high school staff to be informed about students in the program as well as any adaptations made for them.

Sights On Success (SOS)

School	Kettle Moraine Middle
Grades in School	6-8
Student Population	800
District	Kettle Moraine
Contact Person	Cathy Pomaranski
Position	Assistant Principal
Address	301 E. Ottawa Avenue Dousman, WI 53118
Phone	(414) 965-2171

Program Description. SOS promotes academic achievement through weekly monitoring, tutoring, and study groups. Self-exploration opportunities are available through curriculum units and activities which focus on emotions, self-concept, peer pressure, family structures, school and community, goal setting, and decision making. Small groups work within the school to provide school and community service as well to help establish a positive identity for at-risk students. SOS is a class that meets daily and replaces a student's elective choice.

At Risk

School	Logan Middle
Grades in School	6-8
Student Population	553
District	La Crosse
Contact Person	Roger Fish
Position	Principal
Address	1450 Avon Street La Crosse, WI 54601
Phone	(608) 789-7750

Program Description. The Logan Middle School program provides intervention for at-risk students who do not qualify for exceptional educational needs (EEN) services. Progress reports are sent four weeks into each quarter to students who are getting a D or F in a subject. Grade-level unit teachers meet daily to discuss their concerns about students and develop unit plans/activities for students who are having social and academic problems in school. Frequent parent contacts are made. In an after-school program, the students who are chronically behind can catch up on missing work.

Student Intervention Team

School	Longfellow Middle
Grades in School	6-8
Student Population	532
District	La Crosse
Contact Person	Melvin Jenkins
Position	Principal
Address	19th and Denton La Crosse, WI 54601
Phone	(608) 789-7672

Program Description. Students are referred to the Student Intervention Team (SIT) after their cases are reviewed by the counselor. An intervention plan is cooperatively designed by the SIT team and the referring grade-level team. The team examines specific student concerns and problems as well as student strengths. The team then prioritizes concerns and problems and identifies an initial goal. Interventions are devised in brainstorming sessions and an implementation schedule is drawn up. An intervention plan lists student, teacher, and parent responsibilities for achieving the goal as well as an evaluation procedure. All parties sign the intervention plan. Some of the strategies used to meet students' needs include changing the classroom environment, adapting assignments, modifying materials, modifying teaching methods, conferring with the student, parent interventions, rearranging the student's schedule, and using data from interest surveys and other sources, as well as support groups such as student advocates, teacher/advisee groups, and Student Assistance Program (SAP) groups.

Alternative Middle School Program

School	Cherokee Middle
Grades in School	6-8
Student Population	592
District	Madison Metropolitan
Contact Person	Donna Chandler
Position	Principal
Contact Person	Nola Contrucci
Position	Learning Coordinator
Address	4301 Cherokee Drive Madison, WI 53711-2899
Phone	(608) 267-2043

Program Description. The focus of the alternative program is to help at-risk students see the relevance of education to their aspirations and goals and improve their academic achievement. Students can participate in the program through two avenues: staff can refer students who meet certain criteria, or students can apply for the program. Students are then selected with an attempt to balance the class by sex, personalities, cultures, and ability levels. This helps to maximize the benefits of group cooperation and peer tutoring. The morning part of the program is centered on academic instruction. The instruction is not remedial, but rather oriented to the interests of the students. Social studies, science, English, and math activities focus on themes determined by student consensus. Students are mainstreamed for other subjects such as art, music, and physical education. Afternoons are flexible, with affective activities, community field trips, and opportunities for volunteerism. By following a core curriculum, empowering the students in decision making, programming through flexible scheduling that allows a variety of community-based activities, emphasizing affective education, and reducing class size, the program motivates students to attend school and succeed in their studies.

Project Focus

School	Steuben Middle
Grades in School	6-8
Student Population	895
District	Milwaukee
Contact Person	Donald Luebke
Position	Principal
Address	2360 North 52nd Street Milwaukee, WI 53210
Phone	(414) 449-0395

Program Description. In Project Focus, a group of 45 at-risk students is assigned to a team of three teachers for instruction in reading, language arts, math, and social studies. These teachers employ team-teaching techniques, individualized instruction, cooperative learning techniques, and computer-assisted instruction. The mode of instruction is determined by the knowledge or skills to be developed, the materials available, and the needs and interests of the group and/or individual students. Along with efforts to promote daily attendance, students and

parents are encouraged to set goals which include completing the school year successfully and planning for high school completion. Through the program, teachers help students discover that they can accomplish school-related tasks and thus improve their self-images.

Middle School Academy (MSA)

School	Middle School Academy
Grades in School	6-8
Student Population	100 (maximum)
District	Racine Unified Schools
Contact Person	Robert Johnsen
Position	Coordinator
Address	914 St. Patrick Street Racine, WI 53402
Phone	(414) 634-7945

Program Description. The MSA provides an alternative setting for students who have repeatedly demonstrated an inability or unwillingness to cooperate in the regular middle schools. The goal is to provide them with greater opportunities to be successful students and citizens. Students are provided with a smaller school setting featuring more personalized classes and a program designed to enhance self-esteem. In addition to a core curriculum, student growth and development are enhanced by challenging cultural or motivational experiences which are offered throughout the year. Some of these experiences include rock climbing, ropes courses, camping, and field trips to various local parks and museums. Through these experiences students gain a better understanding of themselves, their staff, and society. The program consists of a self-contained sixth-grade regular education class, self-contained sixth- through eighth-grade exceptional education classes, and rotating seventh- and eighth-grade regular education classes. Staff consists of six regular education teachers, two exceptional education teachers, three teacher assistants, and one coordinator.

Sink Or Swim Club (SOS)

School	Sheboygan Falls Middle
Grades in School	6-8
Student Population	378
District	Sheboygan Falls
Contact Person	Brian Hanes
Position	Principal
Address	101 School Street Sheboygan Falls, WI 53085
Phone	(414) 467-7880

Program Description. Students are identified for the Sink or Swim Club if they have two or more failing grades. Students who are slow learners or who are experiencing a socio-emotional crisis receive priority. The maximum class size is 15. Classes meet Monday through Thursday from 2:40 until 3:45 p.m. (2:40-3:10 p.m. is the homeroom period). A conference is held with the parent/guardian for each student in the program. Staffing is by volunteers (teachers are required to be in the building until 3:45 p.m.). The teacher volunteer checks daily assignment sheets and monitors student work. If students finish all their work, they may leave early. If a student needs tutoring assistance, the teacher may request that the student leave SOS and report to his/her classroom for one-on-one assistance. Students 'graduate' from the club when their grades are all passing and they have established a pattern of successful completion of daily assignments.

Alternative Education Program

School	Central Junior High
Grades in School	7-9
Student Population	660
District	Superior
Contact Person	Dean Neumann
Position	Principal
Contact Person	Mary Hinaus
Position	Alt Ed. Teacher
Contact Person	Dennis Smet
Position	Alt Ed. Teacher
Address	1015 Belknap Street Superior, WI 54880
Phone	(715) 394-8740

Program Description. Students who are failing regular academic classes meet for a three-hour block of time with two teachers. Math, science, English, and social studies are taught during this time period. The curriculum parallels the regular district curriculum but is modified to meet each student's needs. Very little outside work is given. Materials used are highly motivational and activity-oriented. A positive atmosphere is maintained and rewards are given liberally. The student, parent, and program staff sign a contract regarding attendance, suspension, work habits, and grades. Parents are required to attend fall and spring conferences. The program is an optional alternative to the regular curriculum and is not required. The success of the program is due to the student's increased self-concept and positive attitude. These in turn lead to improved academic skills.

At-Risk Students — District/School Coordination

School	Central Junior High
Grades in School	7-9
Student Population	660
District	Superior
Contact Person	Gary Smith
Position	At-Risk Coordinator
Contact Person	Craig Peterson
Position	Assistant Principal
Address	1015 Belknap Street Superior, WI 54880
Phone	(715) 394-8740

Program Description. Identification of students takes place in two ways: the district at-risk coordinator provides the administration with a list of previously identified at-risk students, and the assistant principal works with the counselors, the principal, and others to identify additional students and their special needs. Testing outcomes, staffing results, and attendance records are primary tools for initial at-risk identification. Parents give signed permission for students to participate in the program. The identification process helps to provide an analysis of the individual student's needs and to develop programs to help that student achieve success. Some options available to at-risk students are the alternative education program, the after-school peer tutoring program, Northland Secondary, and other district programs.

Take Responsibility Yourself (TRY)

School	Butler Middle
Grades in School	7-9
Student Population	940
District	Waukesha
Contact Person	Kristy Sizemore
Position	TRY Teacher
Address	310 North Hine Avenue Waukesha, WI 53188
Phone	(414) 521-8705

Program Description. Students who meet the legal definition of "at-risk" as well as others who are categorized as "high-risk" are referred to the TRY program. Each student's needs are assessed prior to placement. Every student in the program is assigned to the TRY teacher for a minimum of one hour daily. During that period students receive individualized instruction in any academic area in which they are experiencing difficulty. Social skills, life skills, and work skills are emphasized in TRY. Students with difficulties in certain classes can be pulled out and assigned to additional periods with the TRY teacher. In that event, grading becomes a joint effort between the student's regularly assigned teacher and the TRY teacher. The TRY teacher closely monitors the classwork of assigned students and maintains contact with administrators, regular education teachers, counselors, and parents. Parents are responsible for calling the TRY teacher weekly. A Parents Energizing Parents (PEP) group is organized to provide support for parents of students in the program.

Curriculum Initiatives

The middle-level curriculum is sometimes accused of being a cross between watered-down high-school subject matter and "more of the same" elementary content. A number of middle-level educators are searching for ways to develop and implement a curriculum that addresses the unique needs and characteristics of young adolescents.

Lion's Quest: Skills for Adolescence

School	Albany Middle
Grades in School	6-8
Student Population	100
District	Albany
Contact Person	Nancy Krueger
Position	Language Arts Teacher
Address	P. O. Box 349 Albany, WI 53502
Phone	(608) 862-3225

Program Description. The Lion's Quest Skills Program offers students positive growth experiences and teaches specific life skills to help them deal with the challenges of their expanding world. The program was introduced, supported, and funded by the Albany Lions Club. Although the program is not unique to Albany, it is significant in that it addresses the needs of young adolescents. The skills are introduced in a positive prevention framework and include decision making, communication, and dealing with peers in order to say "No" to alcohol and other drugs. Partnerships between parents, school, staff, and members of the community are encouraged. The course can be taught separately or integrated into other curriculum areas. The program is available through any local Lions Club.

Middle School Interdisciplinary Activity (IDA)

School	Cambria-Friesland Middle
Grades in School	6-8
Student Population	105
District	Cambria-Friesland
Contact Person	Ellen Fisher
Position	Middle School Teacher
Address	410 East Edgewater Cambria, WI 53923
Phone	(414) 348-5135

Program Description. For three days every spring, the middle-level grades abandon their regular schedules to focus on one topic. Each teacher adopts an area of expertise and plans special activities to teach the topic. Topics already explored include the 1960s and Mexico. This year's topic is the pioneer history of the area as well as personal family ancestry. Key to effective programming for the IDA is planning time that allows staff to work together and rent materials as needed. Previous budget expenses have been less than $200 annually, although field trips or other activities can increase budget needs.

World of Technology

School	Cornell Junior/Senior High
Grades in School	7-12
Student Population	283
District	Cornell
Contact Person	Dennis Beaulieu
Position	Teacher/Tech. Education
Address	205 S. 7th St., Box 517 Cornell, WI 54732
Phone	(715) 239-6463

Program Description. This one-semester course explores the technologies of transportation, power and energy, manufacturing, and communications, using hands-on methods and highly motivating activities. The activities are selected for their ability to provide a link between concepts and practical applications. This course is required of all seventh-grade students. It is followed in the eighth grade by a required exploratory course which gives students four nine-week introductory segments on various other vocational departments in the school. These departments include business machines, family and consumer education, agriculture, and technology education (graphics, woods, and metals).

Educational Development of the Gifted and Talented at Everest (EDGE)

School	D. C. Everest Junior High
Grades in School	7-9
Student Population	1200
District	D. C. Everest
Contact Person	Robert C. Knaack
Position	Principal
Address	1000 Machmueller St. Schofield, WI 54476
Phone	(715) 359-0511

Program Description. EDGE is the program for gifted and talented junior high students which provides the middle link of the district-wide gifted curriculum. EDGE is the link joining the elementary school gifted program with the high school's Learner Enhanced Academic Program (LEAP). The thrust of the program is to develop a learning process which helps students become more effective thinkers. Key critical thinking skills have been identified and are taught in each of the EDGE classes. The micro-thinking skills, adapted from the works of Benjamin Bloom, are taught as the building blocks of the processes of problem solving, decision making, and conceptualizing. Critical thinking skills combine both analysis and evaluation and are used in a variety of activities. Staff development in the area of critical thinking skills is essential. Lesson plans have to focus on the thinking skills to be taught. The work of Barry Beyer would be recommended to anyone interested in this program as a resource.

English Writing Lab (grades 7-8)

School	Greenfield Middle
Grades in School	6-8
Student Population	720
District	Greenfield
Contact Person	Clifford Sheldon
Position	Principal
Address	3200 West Barnard Greenfield, WI 53221
Phone	(414) 282-4700

Program Description. One of the two computer labs at Greenfield Middle School is reserved for the English department and the teaching of writing. A full-time aide manages equipment and troubleshoots, allowing the teacher to instruct during the entire class hour. The writing lab has had a number of positive effects. Students' motivation to write has been greatly improved. The word processor's ability to move, insert, and delete text takes away the laboriousness of rewriting, thereby increasing students' willingness to do it. Disadvantaged students and students needing remediation are less handicapped by poor handwriting or organizational and usage skills because the processor has programs such as a spelling checker, a dictionary, and a style analyzer to help them. Students tend to be more helpful and to share knowledge with each other, taking an increased responsibility in the learning process. Each student spends about 50 hours a year in the lab as part of an academic class requirement, and the amount of writing has doubled since the program's inception. Because the lab is networked, teachers can have access to a number of programs as well as information about the students' writing at any time.

Gifted and Talented Social Studies (grades 7-8)

School	Greenfield Middle
Grades in School	6-8
Student Population	720
District	Greenfield
Contact Person	Doris Hanneman
Position	Director of Instruction
Address	3200 West Barnard Greenfield, WI 53221
Phone	(414) 282-4700

Program Description. This class is scheduled daily and is composed evenly of seventh and eighth graders. The students are in this class for two years, with the curriculum alternating from year to year; that is, a seventh grader may study the eighth grade curriculum and vice versa. A variety of instructional strategies are used along with advanced textbooks and an enriched curriculum to meet the academic needs of this particular student population.

Elective-Exploratory Classes

School	Kettle Moraine Middle
Grades in School	6-8
Student Population	800
District	Kettle Moraine
Contact Person	Bob DeBoer
Position	Principal
Address	301 East Ottawa Dousman, WI 53118
Phone	(414) 965-2171

Program Description. Kettle Moraine Middle School operates on an eight-period school day. In addition to certain required "exploratory" courses for all students, the school's curriculum features the following quarter-, semester-, or year-long electives:

- Quarter - Ceramics, drafting, computer lab, basic electricity, designing a house, environmental studies, creative resources, world of work, kids' stuff, lunches and brunches, introduction to computers, math projects, music appreciation (grades seven & eight), grade eight health, business plans and choices, computerized data, inventor's workshop, music appreciation, Odyssey of the Mind (creative problem-solving), passport to the world market (foreign language exploratory), math skills, student aide (students acting as teachers' aides).
- Semester - Industrial technology (grade eight), art projects I, art projects II, computer lab, drama I, drama II, creative communications, exploring business, exploring typewriting/keyboarding, journalism, practical language arts (teacher placement), beginning industrial technology, math skills.
- Year-Long - Algebra (teacher approval), band, chorus, orchestra, computer lab, exploring business, German, journalism, Spanish.

As a result of this elective-exploratory program, students are able to select a variety of experiences that otherwise might not be available to them.

Arts-Centered Curriculum

School	Roosevelt Middle
Grades in School	6-8
Student Population	625
District	Milwaukee
Contact Person	Josephine Koebert
Position	Principal
Address	800 West Walnut Milwaukee, WI 53205
Phone	(414) 263-2555

Program Description. The purpose of the arts-centered curriculum is to infuse the arts into the academic program, to interrelate the arts, and to teach the arts as specific disciplines. Through this program a child's creativity in all areas is developed, with particular emphasis on critical thinking, individual creative expression, and group responsibility. Special features of the school program include computer literacy for all students, algebra in the eighth grade, pre-algebra in the seventh grade for those who qualify, foreign language introduction in the sixth grade, continued foreign language in the seventh and eighth grades, an exhibition gallery at the center of the general arts curriculum, opportunities for specialization in the arts, and enrichment activities after school with busing provided. This program is effective with at-risk, average, and gifted students. Enrollment is open to all students with no screening.

Computer Specialty School

School	Steuben Middle
Grades in School	6-8
Student Population	895
District	Milwaukee
Contact Person	Donald Luebke
Position	Principal
Address	2360 North 52nd Street Milwaukee, WI 53210
Phone	(414) 449-0395

Program Description. The purpose of the computer specialty program is to encourage students with various racial and cultural characteristics who live in a variety of locations in the city to attend the same middle school. The school's six computer laboratories provide the instructional centers for the classes described below. In the sixth grade, students are introduced to the care and operation of microcomputers and keyboards. The first application studied is word processing. The LOGO™ and LOGOWRITER™ programs are used to introduce a variety of concepts. Computer history, ethics, and the application of computers in business and industry are also studied. The seventh-grade program is focused on using the computer for word processing and the development of data bases and spreadsheets. In addition, various graphic and desktop-publishing programs are introduced. The eighth-grade program emphasizes the study of computer languages. The students also study the internal operation of computers, input and output devices, telecommunications, computer crime, and the future of computers. Computers are used as learning tools for all exceptional education students, students below grade level in reading and mathematics, and those students identified as deficient in writing skills.

International Studies

School	Walker Middle
Grades in School	6-8
Student Population	855
District	Milwaukee
Contact Person	Ross Torsrud
Position	Program Implementor
Address	1712 South 32nd Street Milwaukee, WI 53215
Phone	(414) 647-1360

Program Description. The International Studies program links the school's curriculum with different cultures through a world-wide focus. Curriculum features include the following:

- international music performances and events such as the Festival of Lights
- annual Folk Fair
- pen pal relationships with students in other countries
- homeroom activities that feature different countries and cultures
- monthly recognition of special events such as Indian heritage and black history
- study of foreign language in the curriculum
- field trips to museums, ethnic restaurants and centers, community ethnic events, national and international travel

All aspects of the school's curriculum and programs are related to the goal of providing a world view for students versus an ethnocentric view.

Health Education

School	Winnequah Middle
Grades in School	6-8
Student Population	395
District	Monona Grove
Contact Person	Barbara Ricker
Position	Health Coordinator
Address	800 Greenway Road Monona, WI 53716
Phone	(608) 221-7676

Program Description. The school promotes a strong health education program at each of the middle-level grades. The curriculum is presented in a manner that develops skills for daily living and prepares individuals to understand the self as well as relationships with others and with the cultural and physical environment. The sixth-grade health classes meet 36 times a year. Areas covered are accident prevention and safety, community health, consumer health, environmental health, family life education including adolescent sexuality, mental and emotional health, nutrition, personal health, communicable diseases, and substance use and abuse. The students also receive instruction in alcohol and other drug awareness (AODA) through the cross-age peer education program. In the seventh grade, students receive 18 lessons with units in nutrition and fitness, alcohol and other drugs, adolescent sexuality, sexually transmitted diseases, adolescent relationships, protective behaviors, and family interrelationships. Eighth graders participate in an 18-lesson program called Values and Choices. Videos are shown which consist of vignettes with open endings. Students work on the values of honesty, promise-keeping, respect, responsibility, social justice, equality, and self-control.

Middle-Level Reading Program

School	Black Creek Elementary
Grades in School	K-8
Student Population	500
District	Seymour
Contact Person	Pamela Moeller
Position	Reading Teacher
Address	P. O. Box 237 Black Creek, WI 54106
Phone	(414) 984-3396

Program Description. To produce critical readers and thinkers, competent writers, and effective speakers, the Black Creek reading program focuses on the whole language approach. The program stresses consistency by exposing students to all literary genres and encouraging them to read, study, write, and dramatize the selected genre. The Wisconsin Department of Public Instruction guides for reading, strategic learning, and language arts are incorporated into the Black Creek reading program along with the reading/writing workshop format developed by Nancy Atwell and Donald Graves.

Career Education Unit

School	T. J. Walker Middle
Grades in School	6-8
Student Population	320
District	Sturgeon Bay
Contact Person	Rudy Senarighi
Position	Guidance Counselor
Address	19 North 14th Avenue Sturgeon Bay, WI 54235
Phone	(414) 743-6511

Program Description. "Getta Job" is a team-taught unit in which career exploration and English skills are combined in a six- to eight-week period. The unit is scheduled into the curriculum to coincide with student registration for high school and includes parent, staff, and community involvement. The unit begins with students examining realistic living costs. Grocery, apartment, and related living expenses are researched outside of school with parent input. In the classroom, students take ability tests and interest inventories to help them see how their aspirations coincide with their current abilities. Using this information, students research potential careers. In addition, they construct a chart which illustrates family educational and occupational backgrounds over the course of two generations. During this research and selection period, students participate in two panel interview activities. One features males and females from the community who function in nontraditional roles. The other involves small group discussions with high-school students. After students select an occupation to research, they predict a future which takes them from middle through high school to the completion of any post-secondary program in which they choose to participate. Using their timelines as guides, students write resumes and letters of application and participate in videotaped interviews. During a "Parents' Night," information about the unit and high-school registration is presented.

Overnight Mini-Course Camp

School	T. J. Walker Middle
Grades in School	6-8
Student Population	320
District	Sturgeon Bay
Contact Person	Rudy Senarighi
Position	Guidance Counselor
Address	19 North 14th Avenue Sturgeon Bay, WI 54235
Phone	(414) 743-6511

Program Description. The mini-course camp provides a success-oriented outdoor education experience for learning-disabled students. The program is an attempt to integrate academic and cognitive areas of learning with those that are affective and practical through educational, physical, and social development goals. During the experience, students participate in mini-sessions which feature map reading, meal planning, first aid, and orientation to equipment and the outdoor area of the camp. In groups of four, students plan their meals, purchase food, pack equipment, and set up camp. The recommended ratio of staff to students for this program is one to eight.

Gifted/Talented Curriculum

School	Whitehall Memorial High
Grades in School	7-12
Student Population	318
District	Whitehall
Contact Person	Pamela Schwartz
Position	Gifted/Talented Program Coordinator
Address	1817 Dewey Street Whitehall, WI 54773
Phone	(715) 538-4364

Program Description. The Whitehall School District is committed to providing excellence in education for all students. To provide qualitatively different and challenging educational opportunities for students with outstanding abilities, the gifted and talented program offers middle-level students enrichment, acceleration, guidance, and differentiated curriculum opportunities in each area of giftedness. The school meets students' needs by providing systematic and continuous programming options for students in the regular classroom, through special groups, or on an individual basis. Some examples of options available for students include modification of instructional strategies, co-curricular and extra-curricular activities, seminars, and independent research. Students are allowed to explore and develop their interests and talents regardless of the formal identification process. This inclusionary philosophy allows many students to participate and receive programming and services offered through the gifted/talented program. Continuous program evaluation is necessary for successful program implementation and expansion.

Interdisciplinary Teaming

The school day for most middle-level students in Wisconsin consists of movement between classes where different subjects are taught as isolated entities. This approach to teaching and learning results in fragmented "bits and pieces" of knowledge and skills that hold little relationship to the student's world. Interdisciplinary teams of teachers address this fragmentation by working together to bridge the gaps between subjects and provide links to the student's life. These teachers have a common planning period for this purpose as well as a shared group of students.

Interdisciplinary Approach To Teaching

School	Birchwood Elementary
Grades in School	K-8
Student Population	195
District	Birchwood
Contact Person	James Landes
Position	District Administrator
Address	Birchwood, WI 54817
Phone	(715) 354-3471

Program Description. Birchwood just completed its first year of interdisciplinary teaching for grades five through eight. In the program, math, science, social studies, and English teachers team with either art, technology, home economics/human growth and development, or computer education teachers for a four-and-a-half-week period. The attempt is to link the subject matter of the core courses with that of the related arts classes. Birchwood views lack of a common prep time as a drawback to a more effective team-teaching process.

Middle School Unit Organization

School	Nelson Middle
Grades in School	4-8
Student Population	335
District	Darlington
Contact Person	Joseph Galle
Position	K-8 Principal
Address	627 North Main Darlington, WI 53530
Phone	(608) 776-4021

Program Description. Nelson Middle School is organized into a fourth/fifth grade unit (which consists of six teachers), a sixth/seventh grade unit (which consists of four teachers) and a sixth/eighth grade unit (which consists of four teachers). The fourth- to eighth-grade student class schedules are organized to allow each unit to have a common planning time. For example, the sixth/eighth grade unit meets on Mondays, Wednesdays, and Fridays from 8:35-10:05 a.m., the sixth/seventh grade unit meets on the same days from 10:05-11:35 a.m., and the fourth/fifth grade unit meets on Tuesdays and Thursdays from 1:05-2:35 p.m. These times are reserved only for team planning. The team members take turns at being the chairperson and recorder. The principal receives the minutes from each meeting. A variety of interdisciplinary activities and student topics are discussed and coordinated at the unit meetings. The unit meetings also allow for support specialists to meet with the team.

Interdisciplinary Team Organization

School	Glen Hills Middle
Grades in School	6-8
Student Population	410
District	Glendale-River Hills
Contact Person	Phil Bufton
Position	Helping Teacher
Address	2600 West Mill Road Glendale, WI 53209
Phone	(414) 351-7160

Program Description. Interdisciplinary teams have been in place at Glen Hills since the school began in 1970. Teachers have flexibility in scheduling particular groups, special events, and interdisciplinary activities. Teachers have experience with nongraded "houses" and multi-aged groups (grades six to eight and/or seven to eight). Academic teaching teams of three, four, five, and six teachers have been used at one time or another, and the team concept has been carried over to the allied arts and physical education teachers. The interdisciplinary team and "house" concepts are reflected in the architecture of the building. Four large rooms open to the library on one floor of the building and four more open to the media center on the other. A common planning center for all teachers in which desks are arranged by teams facilitates the team communication process.

Interdisciplinary Approach To Teaching History

School	Greenfield Middle
Grades in School	6-8
Student Population	720
District	Greenfield
Contact Person	C. E. Sheldon
Position	Principal
Address	3200 West Barnard Greenfield, WI 53221
Phone	(414) 282-4700

Program Description. The Greenfield model provides students with an opportunity to experience an integrated approach to social studies, English, and reading. Eighth-grade teachers are organized into five discipline teams. Teachers of social studies, reading, and English plan and present lessons organized around concepts taught in the United States history curriculum. Skills for all three disciplines are included. Lesson models involve content-area reading and writing skills used in social studies. Samples of the program are available.

Interdisciplinary Teaming

School	Jefferson Middle
Grades in School	7-8
Student Population	230
District	Jefferson
Contact Person	Al Peters
Position	Principal
Address	201 S. Copeland Ave. Jefferson, WI 53549
Phone	(414) 674-3420

Program Description. The faculty is divided into three teams: seventh grade, eighth grade, and the related team (art, music, technical education, life skills, health, and physical education). Each team coordinates basic skills, study skills, subject matter, student needs/problems (guidance), special needs, and teaching units. Consistency of discipline, grading procedures, task completion and responsibility, and recognition/rewards are addressed by each team. Teams also discuss individual student achievement, write student progress reports, discuss individual student problems/recognition, hold conferences with students, confer with parents upon request, develop methods of rewarding student responsibility, write referrals, and listen to reports from other teams and specialists such as social workers, nurses, and psychologists. The team meeting provides the essential time to plan and coordinate these various activities.

Interdisciplinary Team Organization

School	J. R. Gerritts Middle
Grades in School	6-8
Student Population	320
District	Kimberly
Contact Person	Mary Weber
Position	Principal
Address	125 E. Kimberly Ave. Kimberly, WI 54136
Phone	(414) 788-7910

Program Description. At J. R. Gerritts, interdisciplinary teams promote the development of students at the middle-school level by insuring the following:

- efficient use of time for students and teachers
- ongoing monitoring of overall student progress (academic, social, organizational, emotional)
- flexible programming of schedules
- coordination of curriculum areas
- development of collegiality between team members
- collaboration between team members, counselor, special education teachers, exploratory course teachers, and principal
- enhancement of team, parent, and school communication

Interdisciplinary Team/House Program

School	River Falls Middle
Grades in School	6-8
Student Population	560
District	River Falls
Contact Person	DeWayne Meyer
Position	Principal
Address	211 North Freemont River Falls, WI 54022
Phone	(715) 425-1820

Program Description. Each grade level is divided evenly into two "houses"; for example, a class of 200 would find 100 students in one house and 100 in the second house. A team of four core teachers is assigned to each house to teach language arts, math, reading, science, and social studies during five of the eight periods in the scheduled day. Each teacher takes his/her special area and all teach one section of reading. One of the three remaining periods finds each teacher assigned to supervise 20-25 students from the house in the study hall. Another period is for individual preparation. The third of these three periods is for team planning. The team of four teachers meets daily for 42 minutes to plan and coordinate the activities and instruction for its house students. Guidance counselors and allied arts staff attend the team meetings periodically to add their input. Conferences with parents and students are also scheduled during the team planning time as the situation warrants. Each of the teams has a team leader to plan team meetings and coordinate instruction with the team leader of the other house as well as with other grade-level teams. On occasion the teams plan interdisciplinary units of instruction in their respective houses.

Interdisciplinary Team Organization

School	Farnsworth Middle
Grades in School	6-8
Student Population	578
District	Sheboygan Area
Contact Person	Allan Calabresa
Position	Principal
Contact Person	Perry Rettig
Position	Assistant Principal
Address	1017 Union Avenue Sheboygan, WI 53081
Phone	(414) 459-3657

Program Description. At Farnsworth Middle School, each grade level is made up of two teams. Every week each team meets to discuss individual student concerns, programs, and specially scheduled events. Later in the week, both teams at each grade level meet to discuss broader shared concerns. During these meetings, special education teachers, reading specialists, guidance counselors, and building administrators meet as needed. The allied arts or nontraditional regular education classes also meet as a group to discuss concerns and plans. For the forthcoming school year, allied arts representatives will meet with the other teams so that there is more communication among the entire building's staff.

Interdisciplinary Team Organization

School	Horace Mann Middle
Grades in School	6-8
Student Population	598
District	Sheboygan Area
Contact Person	Warren Brewer
Position	Principal
Address	2820 Union Avenue Sheboygan, WI 53081
Phone	(414) 459-3666

Program Description. Teams are composed of two, three, or four teachers. The number is determined by the number of students in a grade. The most desirable configuration is 100-115 students with four teachers. Each teacher is responsible for a designated curriculum (math, science, social studies, language arts), and in grades six and seven all teachers are responsible for teaching reading. The team has a common planning time which is arranged through block scheduling. One "official" meeting is held each week when the guidance counselor, special education teacher, and principal are in attendance. Other school personnel may be invited to attend. Each teacher has a responsibility to the team at the meeting. One is team leader and runs the meeting, one is team recorder and keeps the minutes, one is council advisor and serves as liaison between the students and team teachers, and another serves on the principal's instructional council and represents the team at monthly meetings. Horace Mann Middle School finds this an effective educational practice which gives students a secure learning environment.

Leadership: Shared Decision Making

The process of empowering staff includes staff participation in the decisions that affect students and themselves. Research on effective schools indicates that good leaders involve staff

in the school's decision-making programs. This process of empowerment includes opportunities for staff to participate in goal setting and policy implementation.

Albany Collaborative Consultation Team

School	Albany Middle
Grades in School	6-8
Student Population	100
District	Albany
Contact Person	Terry Astin
Position	Unit Leader and Social Science Teacher
Address	P. O. Box 349 Albany, WI 53502
Phone	(608) 862-3225

Program Description. The Albany Collaborative Consultation Team (ACCT) helps teachers to better serve the needs of students through regular consultation with staff. The program grew out of an in-service and pre-service curriculum for teachers and administrators called *Collaboration in the Schools*. Instructions on developing skills in communication, problem solving, and interaction were a part of the curriculum. This program was supported by Discretionary Grant PL 94-142, Project Number 89-0063-15. This is an optional program for staff and has grown from four original members to a core group of nine.

Building Leadership Structure

School	Parkview Middle
Grades in School	6-8
Student Population	667
District	Ashwaubenon
Contact Person	Paul Kane
Position	Principal
Address	955 Willard Drive Green Bay, WI 54305
Phone	(414) 497-4392

Program Description. Teachers, administrators, support staff, board members, and parents work cooperatively to develop a total middle school program. In terms of school climate and curriculum, fundamentals of leadership are the result of participatory decision making by one or more of the following groups: building curriculum teams (BCTs), building leadership teams (BLTs), the faculty senate, and the student council. Each group has specific responsibilities. Some of these responsibilities include formulation of school goals and strategies, monitoring of pupil progress in the area of basic skills, management of school climate, and curriculum development.

Leadership with Shared Decision Making

School	Cumberland Junior High
Grades in School	7-8
Student Population	160
District	Cumberland
Contact Person	John Banks
Position	Principal
Address	P. O. Box 67 Cumberland, WI 54829
Phone	(715) 822-2251

Program Description. During the time all junior high students are involved in their exploratory and physical education classes, the junior high academic staff has a common preparation period. On Tuesdays and Thursdays the staff, counselor, and principal regularly meet to discuss various aspects of the junior high program. Other areas such as exceptional educational needs (EEN) staffings, programs and activities, and concerns can also be dealt with. As a result of this process, the staff is empowered to share in decisions that affect the entire junior high program.

Collaborative Consultation

School	J. R. Gerritts Middle
Grades in School	6-8
Student Population	320
District	Kimberly
Contact Person	Mary Weber
Position	Principal
Address	125 East Kimberly Kimberly, WI 54136
Phone	(414) 788-7910

Program Description. Collaborative consultation is a problem-solving process used to effect systems change, adult change, and student

change. In recognition of the diverse talents of faculty members, leadership is determined by the nature of each problem. There is no one 'expert' in this process. Group consensus is reached in several key areas: problem identification, possible solutions, role responsibilities, plan implementation, and follow-up and redesign. Team members share responsibility for problems and solutions. Staff readiness and ongoing staff development comprise necessary components of this program.

Participatory Decision Making

School	Indian Mound Middle
Grades in School	5-8
Student Population	501
District	McFarland
Contact Person	Jerry Adrian
Position	Principal
Address	6330 Exchange McFarland, WI 53558
Phone	(608) 838-8980

Program Description. The Middle School Council coordinates and structures Indian Mound Middle School. The council is composed of the team leaders from each of the school's six teams, special education and related arts representatives, a guidance counselor, a parent representative, and the principal. The parent member is also on the Home School Council, a group that meets monthly to tie parent activities to school goals. The Middle School Council meets twice each month.

School Based Management (SBM)

School	Steuben Middle
Grades in School	6-8
Student Population	895
District	Milwaukee
Contact Person	Donald Luebke
Position	Principal
Address	2360 North 52nd Street Milwaukee, WI 53210
Phone	(414) 449-0395

Program Description. School-based management was implemented to allow for the parents and staff to have greater control over the operation of the school. The School Based Management Council is responsible for decision making at the local level. This council consists of six teachers, one supportive services representative, one business representative, and the principal. The council meets approximately every six weeks. The council reviews the annual school effectiveness plan and the annual standardized test data. Council members conduct an assessment of the school's instructional programs and make recommendations for in-service training for staff and council members.

Leadership with Shared Decision Making

School	Farnsworth Middle
Grades in School	6-8
Student Population	578
District	Sheboygan Area
Contact Person	Allan Calabresa
Position	Principal
Contact Person	Perry Rettig
Position	Assistant Principal
Address	1017 Union Avenue Sheboygan, WI 53081
Phone	(414) 459-3655

Program Description. Shared decision making is promoted in two ways. The first involves regular meetings of each grade level and nonacademic department, with a teacher as team leader. The teams work directly with administrators in shared decision making. Shared decision making is also advanced by the School Effectiveness Team (SET), a group of 12 staff volunteers. These team members survey the staff for school needs and goals, and, with staff input, develop three school goals, along with plans and in-services to reach these goals. The SET process is used districtwide, and each school's goals are integrated with the district goals.

Orientation Programs

Young adolescents are in a transitory period between childhood and adolescence. This time is characterized by rapid and uneven social, emotional, intellectual, and physical growth. Orientation programs for both the middle-level school

and the high school help to prepare students for transition by providing information about the experiences that await them.

Junior High Orientation

School	Cornell Junior/Senior High
Grades in School	7-12
Student Population	283
District	Cornell
Contact Person	Vita Sherry
Position	Principal
Address	205 South 7th Street Cornell, WI 54732
Phone	(715) 239-6463

Program Description. Before the start of a new school year, parents of incoming seventh graders and teachers are invited to an evening gathering. The principal presents information on the psychology of adolescent behavior and support systems available for parents. Staff members are present to describe their programs, supplies that will be needed, grading procedures, and so on. Students are shown their lockers and the entire group is taken on a tour of the facility. Time for questions and answers relieves concerns of both students and parents. A special handbook for junior high students is distributed which includes information about school policies, units on study skills, and pointers on getting organized for the transition to the junior high setting.

Orientation to Middle School

School	Cumberland Junior High
Grades in School	7-8
Student Population	160
District	Cumberland
Contact Person	Bill Tews
Position	Counselor
Address	P. O. Box 67 Cumberland, WI 54829
Phone	(715) 822-2251

Program Description. The junior high principal and counselor visit sixth graders in the spring to discuss various aspects of the junior high program. Students receive a copy of the junior high master schedule and sample student schedules. Topics covered in the presentation include lunch procedures, discipline, detention, dress, behavior, and class expectations. During the teacher in-service time that takes place before school, parents of entering seventh graders are invited to the school to meet the staff, receive a copy of the student schedule and school handbook, and learn about various aspects of the academic and athletic programs.

Sixth Grade Orientation

School	Greenfield Middle
Grades in School	6-8
Student Population	720
District	Greenfield
Contact Person	Sue Ulichny
Position	School Counselor
Address	3200 West Barnard Greenfield, WI 53221
Phone	(414) 282-4700

Program Description. Every May, two fifth-grade classes at a time are bused to Greenfield Middle School for a one-and-a-half-hour orientation program. The students are divided into groups of ten. Sixth-grade students from their K-5 school serve as student guides for them during a 30- to 40-minute tour of the building. Students then return to the media center where they are able to ask questions that they prepared prior to their visit. Students watch a video presentation about student life at GMS. The school counselors distribute and discuss orientation booklets and answer student questions. The principal and assistant principal speak to students about expectations and also respond to questions. Several days prior to the start of the school year, all sixth-grade students and their parents are invited to a morning orientation program during which student fees can be paid and lunch tickets purchased. School counselors distribute and explain class schedules. Students are given the opportunity to use their schedules to find their homerooms and classrooms.

Gear-Up For Junior High

School	Lance Junior High
Grades in School	7-9
Student Population	750
District	Kenosha
Contact Person	Ronald Soulek
Position	Principal
Contact Person	Richard Wegner
Position	Curriculum Director
Contact Person	Roberta Akalin
Position	Counselor
Address	4515 80th Street Kenosha, WI 53142
Phone	(414) 697-2240 (School) (414) 656-6311 (Curriculum)

Program Description. This orientation program takes place during the summer in each of the five junior high schools in the district. During a one-week period, students report for two hours a day to the junior high they will attend that fall. Teachers who are familiar with the school conduct activities for the students such as sessions on listening and notetaking skills, following directions, organizational skills, use of the library, silent reading, academic expectations, knowledge of the building, counseling services, procedures for field trips and assemblies, role playing, and small group discussions. Students who take this optional "Gear-Up" program report that they feel more confident entering junior high and generally experience greater success during the first and second quarters of the school year. Sample materials are available.

Orientation to Middle School

School	J. R. Gerritts Middle
Grades in School	6-8
Student Population	325
District	Kimberly
Contact Person	Mary Weber
Position	Principal
Address	125 East Kimberly Kimberly, WI 54136
Phone	(414) 788-7910

Program Description. The middle school staff has prepared two different slide/tape programs that serve as an orientation to the middle school. One program is for new sixth graders and one is for their parents. In presenting this material to students and parents, the staff reviews the philosophy of the school through ten basic premises of middle-level education. Each premise is explained by a staff member.

Grade Six Orientation

School	Logan Middle
Grades in School	6-8
Student Population	553
District	La Crosse
Contact Person	Roger Fish
Position	Principal
Address	1450 Avon Street La Crosse, WI 54601
Phone	(608) 789-7750

Program Description. Each May, principals and counselors visit the four feeder elementary schools to talk to parent-teacher groups and students. During the same month, students in the fifth grade are invited to spend two hours at the middle school for a music concert and tour of the building given by the sixth-grade staff. In late August, an evening program for parents and new sixth graders is held. The discipline program, schedules, curriculum, and first-week orientation are described. During the first week of school, sixth-grade students are involved in orientation activities.

Seventh Grade Orientation

School	Menomonie Junior High
Grades in School	7-8
Student Population	450
District	Menomonie
Contact Person	Robert Klimpke
Position	Principal
Address	1715 5th Street West Menomonie, WI 54751
Phone	(715) 232-1673

Program Description. The Menomonie orientation program is administered in three parts. In January, all incoming sixth graders, staff, and administrators are invited to the junior high for an assembly. The purpose of this program is to describe all of the seventh-grade elective courses

available plus the sports and club activities. A staff member from each area and student representatives describe the courses or sports and are available for a question-and-answer period. The week after this assembly, the junior high principal and counselor visit each sixth-grade class. A film entitled *Survival Skills* (Professional Associates) is shown, and registration materials are distributed and discussed. In August, the seventh graders, along with their parents, are invited to come to the junior high in groups of fifteen. Upon arriving, the group meets with the principal and counselor for one hour to receive handouts and explanations of the "workings" of the junior high. The students are then taken on a tour. The students are able to follow their schedules and try their locker combinations. The school store is open for students to purchase their school supplies and gym suits. A parent evaluation completes the orientation program.

Orientation to the Middle School

School	Mosinee Middle
Grades in School	4-8
Student Population	632
District	Mosinee
Contact Person	James Ronca
Position	Principal
Address	700 High Street Mosinee, WI 54455
Phone	(715) 693-3660

Program Description. Each spring the parents of fifth graders are invited to meet with the middle-school principal in small groups of eight to ten. These meetings take place during the school day and last about one hour. Parents select a date convenient for them. During the meetings, parents learn about what a middle school is and isn't, the development of middle schools, the characteristics of pre-adolescents, and what parents can expect from them between the ages of ten to fourteen. Parents regard these sessions highly and have provided positive feedback regarding the program's content.

Eighth Grade Orientation

School	Glenbrook Elementary
Grades in School	K-8
Student Population	565
District	Pulaski
Contact Person	James Brawner
Position	Principal
Address	P. O. Box 36 Pulaski, WI 54162
Phone	(414) 822-3191

Program Description. There are three K-8 schools in the Pulaski district. The orientation procedure helps to provide a smooth transition for the eighth graders as they move into the one district high school. The three high-school counselors each assign themselves to a grade school. In addition, one of the three is assigned to a local parochial school which has an eighth grade. The counselors visit the chosen schools a number of times, meeting with small groups of students, presenting information, and answering questions. Next, a parent night is held at each school. At this meeting for students and parents/guardians, a high school and elementary administrator as well as the high-school counselor inform parents about high-school credits, courses, and requirements. Question-and-answer time is provided. The following day, the high-school counselor visits the grade school for follow-up questions and to respond to any student concerns. Schedules are finalized and collected. Several weeks later, each eighth-grade class is taken to the high school for a tour and orientation. During the summer, these students can reschedule classes if necessary. During registration in the fall, a final orientation meeting is held for the new freshmen.

Eighth Grade Orientation

School	River Falls Middle
Grades in School	6-8
Student Population	560
District	River Falls
Contact Person	DeWayne Meyer
Position	Principal
Address	211 North Freemont River Falls, WI 54022
Phone	(715) 425-1820

Program Description. The middle- and high-school counselors coordinate the orientation between March and May of each year. This program occurs in Teacher-Advisee (TA) groups with approximately 15 students per group. Beginning in early March, the eighth-grade TA teachers review ninth-grade registration materials (after teachers have a brief in-service presented by high school counselors). By mid-March, an assembly is held for all eighth graders wherein selected high-school staff members discuss the courses offered to ninth graders. After another review in TA classes, the students take registration forms home and review them with parents. By late March or early April, the high-school counselors return and officially register the students over a two- to three-day period, usually during study-hall time. In late April, the high school holds an orientation night for the parents of incoming ninth graders. In mid-May, each TA group spends a full day at the high school "shadowing" a ninth grader and following a ninth-grade schedule closely resembling the schedule group members have requested for their ninth-grade year. One or two TA groups are scheduled at the high school each day. This experience gives the eighth graders an opportunity to become acquainted with ninth-grade teachers and the building, as well as to "size up" the student body. The visitation day builds eighth graders' confidence as they prepare for high school.

High School Orientation

School	T. J. Walker Middle
Grades in School	6-8
Student Population	320
District	Sturgeon Bay
Contact Person	Rudy Senarighi
Position	School Counselor
Address	19 North 14th Sturgeon Bay, WI 54235
Phone	(414) 743-6511

Program Description. Eighth graders are introduced to the high school by means of a goal-setting exercise developed in the career guidance program. Students then meet with high-school and middle-school counselors to discuss ninth-grade registration and courses through which to achieve their goals. Through the career guidance program, an individual career folder is prepared (this is later forwarded to the high school and additional information added during the student's high-school years). Next, a parent night is held to inform parents about the high school's program and expectations. Registration materials are reviewed and questions or concerns addressed. Middle-school students meet with high-school students to discuss high-school life. Academics as well as activities are shared at this time. Students are then invited to the high school for an open house and tours. At the beginning of the school year, an orientation to high school is conducted by the high-school counselor and staff.

Teacher Advisor Conference on the First Day of School

School	F. L. Wright Middle
Grades in School	7-8
Student Population	814
District	West Allis- West Milwaukee
Contact Person	Duane Stowell
Position	Principal
Address	9501 West Cleveland West Allis, WI 53227
Phone	(414) 546-5612

Program Description. To better acquaint the student, parent, and teacher with middle-school programs, expectations, and the goal-setting process, special TA (teacher-advisor) meetings are held on the first day of school. All students and their parents are scheduled for a 20-minute conference with each student's TA. Prior to this meeting, printed orientation material is mailed home for parents and students to review. The material includes suggestions for parents and students as they prepare for the meeting. Parents and teachers find this conference a valuable way to begin a new year. TA groups at the middle school contain 12-14 students per teacher. The primary purpose of the TA program is to provide students with teachers who will help them set goals for academic and social success in the middle school.

Student Activity Programs

Middle school is viewed as an opportune time for students to begin to explore a variety of issues and topics. The school supports the process of exploration by providing experiences that help students learn more about their own likes, dislikes, their peers, and the larger world around them. This exploration is enhanced when schools link classroom content with opportunities for practical application of that content and offer these activities during the school day so that all students can participate.

Student Activities Program

School	Glen Hills Middle
Grades in School	6-8
Student Population	410
District	Glendale-River Hills
Contact Person	Don Behrens
Position	Principal
Address	2600 West Mill Road Glendale, WI 53209
Phone	(414) 351-7160

Program Description. The uniqueness of the Glen Hills program is in the range of activities available, the number of students involved, and the ways in which participation is encouraged. Programs are offered at the school through the coordinated efforts of the district's recreation department and the school staff. Some of the co-curricular, in-school programs are drama, forensics, Junior Great Books, Odyssey of the Mind, and student council. School-related, after-school programs include an all-school musical, variety show, science club, math club, school newspaper, and literary journal. Some of the related competitions include forensics meets, Math Counts, Odyssey of the Mind, Science Olympiad, and area spelling bees. Interscholastic sports activities are typical of middle schools. Rules for interscholastic sports at Glen Hills, however, require significant participation from all team members. Intramural sports are also offered. Some of the after-school classes are babysitting, baton, billiards, birdhouse building, canoeing, ceramics, chess, cross-country skiing, family folk dancing, first aid, fishing for trout, guitar, gymnastics, ice-skating, video production, and youth leadership. In addition, a youth activity center offers bi-weekly gym/swim nights and/or dances. A parent activities center gives parents a chance to play basketball or volleyball while their middle-school children swim. Buses are provided for all weeknight and after-school activities, including after-school academic assistance by teachers. Rarely does any student go through a year without participating in several activities.

Activities Program

School	Greendale Intermediate
Grades in School	7-8
Student Population	349
District	Greendale
Contact Person	Charles Herman
Position	Principal
Address	6800 Schoolway Greendale, WI 53129
Phone	(414) 423-0603

Program Description. To provide enrichment opportunities to students within the school day, a variety of activities are offered to students three times each week. The activities are developed by teachers and are selected by the students through a registration process four times a school year (each quarter). Throughout the year, the order in which students register for activities is changed so as to provide each student with the opportunity to participate in their first-choice activities over the course of the year. Teachers develop activities which are of interest to them or which relate to an area of expertise. Activities can be academically supportive, enhance student interests, provide remediation, provide opportunities to explore a new area of knowledge or technology, provide students with hands-on opportunities, and/or promote the improvement of physical development and skills. Whatever the activity, teachers devote time and effort to preparing for the activity, since the program is a part of their contracted teacher assignments. All staff and administrators become involved, thus providing varied activity offerings. The success of this program lies in the rigorous preparation of activities, the school's ability to remain creative and open to all possibilities, teacher/student input, and organization.

Student Mediation

School	Kettle Moraine Middle
Grades in School	6-8
Student Population	800
District	Kettle Moraine
Contact Person	Cathy Pomaranski
Position	Assistant Principal
Address	301 East Ottawa Dousman, WI 53118
Phone	(414) 965-2171

Program Description. Students and advisors are trained in the mediation process to provide students with an opportunity to settle disputes in a peaceful way within the school setting. After training, the concept of mediating disputes is presented to students and staff. Initially, staff members refer students for mediation. However, students will eventually refer themselves. The student mediator's role is to help disputants arrive at a fair solution acceptable to both parties. Students benefit from mediation by learning to work toward a solution and by having the opportunity to express their points of view. Benefits to mediators include learning and practicing mediation skills. Benefits to the school are the promotion of positive interaction skills for students and the prevention and/or reduction of discipline problems. For the program to be effective, training should be provided through a professional mediation center.

Kettle Moraine Middle School Student Senate

School	Kettle Moraine Middle
Grades in School	6-8
Student Population	800
District	Kettle Moraine
Contact Person	Gabe Beckers
Position	Counselor
Contact Person	Terry Hemschik
Position	Teacher and Gifted/ Talented Coordinator
Address	301 East Ottawa Dousman, WI 53118
Phone	(414) 965-2171

Program Description. The student senate at Kettle Moraine is open to all sixth-, seventh-, and eighth-grade students. Students initiate, plan, and implement all activities. Activities are of two types—social service and fund-raising. Plans for the year are made during a weekend planning camp in the fall. The key to the success of this senate is twofold. First, all students may participate at any time. Second, the students are responsible for all activities. The advisors do not "rescue" a project when interest is lost. Advisors guide students but allow them their failures and successes.

Help/Activity Period

School	Butte des Morts Junior High
Grades in School	6-8
Student Population	698
District	Menasha
Contact Person	H. I. Pelton
Position	Principal
Address	501 Tayco Street Menasha, WI 54952
Phone	(414) 729-5055

Program Description. The help/activity period accomplishes several goals. Each day, students are able to seek academic assistance from their teachers. Students are also able to explore various activities available to them during this time. The period provides a time during the school day when teachers can schedule band and choir practice without interfering with the class schedule. It also allows time for advisor/advisee activities. The school day starts with a four-minute homeroom followed by a 30-minute help/activity period. Students have different options during this time: they may report to any help session to get assistance in their work, obtain make-up work, or make up work that cannot be done outside of the school day; they may attend any activity offered that day; or they may report to the commons for socialization provided they do not have negative progress reports or any Fs on their report cards for the previous quarter. Teachers are required to be in their classrooms four out of five days per week to help students, and to offer an activity at least one day per week. Activities include intramural sports, science club, and ski club. Since these activities occur during the school day, all students may participate.

Student Recognition Programs

Psychological research indicates that positive reinforcement strongly influences behavior. Student recognition programs at the middle level focus on encouraging desired academic and social behaviors.

Positive Student Recognition Activities

School	Birchwood Elementary
Grades in School	K-8
Student Population	195
District	Birchwood
Contact Person	James Landes
Position	District Administrator
Address	Birchwood, WI 54817
Phone	(715) 354-3471

Program Description. The following activities are all used to promote positive recognition for students: advisor/advisee program; Math-a-thon; Quest; Toys for Tots; values and choices; Alcohol and Other Drug Awareness (AODA) programs; Aware Day; Pigeon Lake retreat; breakfast club; school climate committee; students/teachers of the month; community education classes; adult volunteers; positive posters in businesses; community volunteer appreciation banquet; pops concert and fun night; winter sports day; parent workshops; "Goodfinder" slips; teaching kids, not subjects; speaking to kids, not at them; Project Create; "art exchange"; painting signs for community promotions; community clean-up; goal setting; bull sessions with administrators; positive notes from administrators; positive thought for the day; earn a party; POPS (Power of Positive Students) postcards; POPS t-shirts; teacher-sponsored breakfast; POPS stickers; Hardee's stickers; POPS radio sayings; newspaper coverage; pizza slips; community speakers; athletic banquets; field trips. Each of these activities and programs helps to create a positive and supportive environment for students in the school.

You Were Caught Being Good

School	Black River Falls Middle
Grades in School	6-8
Student Population	398
District	Black River Falls
Contact Person	Warren Rosin
Position	Principal
Address	206 North Third Street Black River Falls, WI 54615
Phone	(715) 284-5315

Program Description. To recognize positive student behavior, enhance self-esteem, and improve school climate, the staff members at Black River Falls Middle School carry "Caught Being Good" tickets. When they catch students doing just that, they "ticket" them. The tickets are filled out with the student's name, the reason for ticketing, and the teacher's signature. The student puts the ticket in a box in the office. Approximately every two weeks, a drawing is held where 10 to 15 prizes are awarded. Prizes include notebooks, pencils, Hardee's and Burger King coupons, pennants, posters, pop, T-shirts, Perkin's Restaurants desserts, movie passes, and so on. These have all been donated by local businesses, college and professional sports teams, and various individuals. As a result of the program, discipline referrals are down. Staff attitude has changed – they focus on the "good" in students. "You Were Caught Being Good" works well with the school's "Student of the Week" award, positive recognition letters, and other student incentive programs.

Student of the Month

School	Brillion Junior-Senior High
Grades in School	7-12
Student Population	380
District	Brillion
Contact Person	Carol Lamp
Position	Principal
Address	315 South Main Street Brillion, WI 54110
Phone	(414) 756-2166

Program Description. The Brillion program is intended to recognize students who work hard to achieve, display a positive attitude, demonstrate a willingness to help others, have good attendance, and have given overall service to the school, not necessarily those at the top of the class. There are separate programs for students in grades seven and eight and nine through twelve. Every month, each group selects one student as its Student of the Month. Teachers place the student's name on a nomination form with the reasons for nomination. Each student selected receives a certificate and is featured in an article in the local newspaper. Their names are also posted on the school bulletin board. A student can be nominated and selected only once each year, as the attempt is made to select as many different students as possible.

Student Recognition

School	Logan Middle
Grades in School	6-8
Student Population	553
District	La Crosse
Contact Person	Bill Fregin
Position	School Counselor
Contact Person	Mary Netzer
Position	School Counselor
Address	1450 Avon Street La Crosse, WI 54603
Phone	(608) 789-7750

Program Description. To recognize student achievement, Logan Middle School has initiated the following programs: five-week honor student; student of the week; presidential academic awards; Midwest talent search; presidential physical fitness awards; quarterly honor roll; awards assembly at the end of the semester to recognize sportsmanship, excellence in vocational education, music, art, physical education, foreign language, and attendance, and the Student of the Year; solo and ensemble music competition and awards; art shows; science fairs; Panther and Logan Middle "Strokes"; clubs and activities such as student council, office pages, library sides; Kiwanis Golden Key Club Award; and the Kiwanis Award. Information about any of the individual programs is available.

Positive Recognition Programs

School	Ladysmith Elementary
Grades in School	K-8
Student Population	90
District	Ladysmith-Hawkins
Contact Person	Ted Maday
Position	Teacher/Bldg. Principal
Address	510 Main Street Ladysmith, WI 54848
Phone	(715) 585-6380

Program Description. Students receive positive recognition through a variety of programs. A "Happy Birthday Board" greets students on their birthdays and the student council provides a gift. The "Student of the Week" program recognizes students for academic achievements or positive behaviors shown during the school day. The school "Wall of Fame" lists students of the week for the entire year. A "Congratulations Board" recognizes students for awards or achievements. The board has an area for students to sign messages to the student(s) being recognized. Students participate in community service projects such as cleanup activities, fundraising, Grandparents' Day, and so on. The student council sponsors a special monthly activity for students who earn "Positive Consequences" as a result of good school behavior. Positive messages are posted prominently around the school. Student tutors are used within the school. Parenting ideas are shared in a weekly parent newsletter. Each one of these activities helps to create a positive climate for students.

Spotlight Award

School	Van Hise Middle
Grades in School	6-8
Student Population	733
District	Madison Metropolitan
Contact Person	Marv Meissen
Position	Principal
Contact Person	Cathy Buege
Position	Teacher
Address	4801 Waukesha Street Madison, WI 53705-4899
Phone	(608) 267-4289

Program Description. The Spotlight Award program is intended to bring positive recognition to students who have demonstrated exemplary performance in the classroom and who have a cooperative spirit in school activities. Every two weeks, after team meetings during the week, teachers place nominations for award recipients in the boxes for each grade. All recognized students have letters of commendation mailed to their homes and receive ice cream certificates. The certificate with each student's name and nominator's name is stapled to a "Happy Gram" and placed in the nominator's box, to be handed out the following week. At each grade level, students' names are drawn from the boxes for movie passes and Big Boy sandwiches. To avoid duplication, names of all recognized students are compiled by grade level and distributed at team meetings.

Gold Card Citizenship Plan

School	Markesan Middle
Grades in School	K-8
Student Population	811
District	Markesan
Contact Person	Lester Shruck
Position	Principal
Address	410 Margaret Markesan, WI 53946
Phone	(414) 398-2373

Program Description. To recognize good citizenship within the school, the Gold Card plan was adopted. A master behavior file is kept on each student. At the end of each month the student's behavior record is reviewed and demerits totaled. Those students who maintained an acceptable record are awarded honor student status by receiving a Gold Card. The card serves as a pass for various rewards/activities throughout the month. The master file becomes the property of the student's parents at the conclusion of each quarter. The program is intended to reinforce improvements in student behavior and the school environment. A procedure for providing consistent consequences for those who earn certain numbers of demerits is another aspect of the program.

Positive Management in the Middle School

School	Mineral Point Middle
Grades in School	5-8
Student Population	233
District	Mineral Point
Contact Person	Katherine Martin
Position	Reading Specialist
Address	530 Maiden Street Mineral Point, WI 53565
Phone	(608) 987-2371

Program Description. This discipline plan is based on the principle of rewarding positive behavior as well as punishing undesirable behavior. Students are rewarded in the regular classroom for an array of desirable actions such as thoughtfulness, consideration, attention, and leadership. Individual rewards include homework passes, trinkets, or treats. Whole classes are rewarded with special treats such as a popcorn party, a free homework night, or two minutes at the end of class to talk with or write notes to friends. Students are also rewarded with blue tickets given to them by classroom teachers, specialty teachers, teaching assistants, and custodians. These tickets are put in jars in the office. Each Friday two students' names are drawn for weekly prizes. Blue tickets are saved for the entire school year and at the end of the year there is a final drawing for a sizeable prize, such as a portable stereo cassette tape recorder. As a result of the program, the school's emphasis has shifted to recognizing and reinforcing positive behavior. Less time is spent on discipline, and students are becoming more responsible for their actions.

PRIDE

School	Mosinee Middle
Grades in School	4-8
Student Population	632
District	Mosinee
Contact Person	James Ronca
Position	Principal
Address	700 High Street Mosinee, WI 54455
Phone	(715) 693-3660

Program Description. Through the PRIDE program, students are recognized in a number of ways. Students of the Week receive special certificates. Honor-roll students receive pencils with "honor roll" printed on them. Students who have perfect attendance during a quarter receive movie passes provided by the Marcus Corporation. Students who perform exceptionally in any one of many areas receive "Compligrams" and/or PRIDE pins from the principal.

GOTCHA

School	Alexander Middle
Grades in School	5-8
Student Population	450
District	Nekoosa
Contact Person	Jeff Wetterau
Position	Teacher
Address	310 1st Street Nekoosa, WI 54457
Phone	(715) 886-3163

Program Description. The purpose for the GOTCHA program is to recognize students for positive behavior. When any staff person observes a student displaying a positive behavior, that student could be rewarded by receiving a GOTCHA slip. After the slip is turned in, the student is eligible to win a prize from the month's drawing and a grand prize at the end of the year. GOTCHA slips have been handed out for the following behaviors: acts of kindness or courtesy toward peers or staff; outstanding academic effort, achievement, or improvement; turning in lost items or seeking out possible owners; and improvement in work habits, attitude, or self-motivation. Monthly prizes have included trapper keepers, solar calculators, food coupons, posters, fishing tackle, and movie passes. Money for the prizes has been generated through a student council fundraiser and a donkey basketball game. All tickets turned in over the course of the year are saved for an end-of-the-year drawing. Grand prizes have included 10-speed bikes and $50.00 in cash. The program's main benefit results from the positive feelings that are generated each time a student's good behavior is recognized with a GOTCHA.

Student Recognition Program

School	Northwood High
Grades in School	7-12
Student Population	184
District	Northwood
Contact Person	Robert Hecht
Position	District Administrator
Address	306 4th Avenue West Minong, WI 54859
Phone	(715) 466-2297

Program Description. The Student of the Week and Student of the Quarter programs recognize and reward positive student behavior. Students are selected weekly and are presented with a certificate. The presentation is made by the counselor, dean of students, and superintendent in the student's classroom. From the Student of the Week program, a committee selects Students of the Quarter. These individuals receive a $50 savings bond from a local bank. Their photographs appear in the local paper alongside articles featuring their accomplishments.

Positive Imprinters

School	Washington Middle
Grades in School	3-8
Student Population	595
District	Oconto Falls
Contact Person	Daniel Strebig
Position	Principal
Address	102 South Washington Oconto Falls, WI 54154
Phone	(414) 846-3456

Program Description. The Positive Imprinters program is intended to recognize positive attributes in students and staff. Each teacher is given a book of coupons for students and staff. The coupon reads "*(Student or Adult Name)* has made a positive imprint on me, *(Signature)*." This coupon can be given to any student or staff member. The recipient deposits the coupon in a special container in the principal's office. At the end of each week, a drawing is held for a student T-shirt and a teacher's lapel pin. All coupons are saved for a grand prize drawing at the end of the year. The winning names are printed in the weekly newsletter and announced over the P. A.

system. As a result of the programs, positive attitudes in both students and staff have increased in the school. This simple but effective program has the Parent-Teacher Organization's support.

Presenting Yourself Positively (PYP)

School	Phillips Middle
Grades in School	5-8
Student Population	296
District	Phillips
Contact Person	Robert Spence
Position	Principal
Address	P. O. Box 70, Hwy. 100 Phillips, WI 54555
Phone	(715) 339-3393

Program Description. Presenting Yourself Positively is integrated into the study skills program at Phillips Middle School. Students are taught behaviors which improve their relationships with adults in the school setting. These behavior management techniques include learning self-management, classroom graciousness (polite behavior), how to be a good all-around student, appropriate comments, reinforcing adults (teachers), and proper methods of resolving problems with a teacher. School-wide PYP themes were developed to promote positive behaviors between peers. Some of these are: Thinking Only Positive, Doing Only Good (TOP DOG) and Students Treating All Respectfully (STAR). Banners, posters, and announcements promote these themes on a weekly basis. Additional information about the program is available from Kim Marcum and B. J. Wise, Project ACCESS, 11700 Ogle Road, N. E., Poulsbo, WA 98370.

Merit Awards

School	Three Lakes Junior High
Grades in School	7-8
Student Population	98
District	Three Lakes
Contact Person	Tom Bredesen
Position	K-8 Principal
Address	6930 W. School Street Three Lakes, WI 54562
Phone	(715) 546-3323

Program Description. The intent of this program is to reward students who earn merits for good behavior and academic performance. The merit/demerit system is used to encourage good behavior and discourage poor behavior. Every student who earns 15 merits receives a Blue Jay Certificate (commendation) and an ice cream bar. At the end of each quarter, students who earn 30 merits with fewer than 10 demerits receive a reward – a movie or a bowling or skating event. The principal distributes the awards in the cafeteria after students go through the lunch line. The ice cream and certificates not only provide an incentive to earn merits but also foster healthier attitudes toward the principal.

Student Recognition Programs

School	L. B. Clarke Middle
Grades in School	6-8
Student Population	445
District	Two Rivers
Contact Person	R. Fredrikson
Position	Principal
Address	4608 Bellevue Two Rivers, WI 54241
Phone	(414) 794-1614

Program Description. Staff members at L. B. Clarke feel that recognizing students is the key to a successful middle school. Their student recognition program supplements the discipline/homework system. General guidelines and specific classroom rules are developed and unified throughout the school. If a student chooses to break a rule, there are consequences. Students who have received no discipline or homework demerits for a whole week earn the Double Zero Hero Award certificate. The certificate is filled out by the student's advisor. One copy of the certificate is given to the student, another copy is put into a hat for a drawing, and a third is filed in the student's folder. The advisor also has a laminated coupon which is given to the student to be cashed in at the office for a soda. A second program, Pat On the Back, rewards students who have done something "terrific" that week. Teachers give one "Pat On the Back" to a student each week. The "Pat On the Back" certificate is in duplicate form. One copy goes to the student and the other copy goes through the office to the advisor. While this copy is in the office, the certificate is posted on the school bulletin board, and

the student receives recognition from the principal, the secretary, or the guidance counselor. From there, the certificate is passed on to the advisor who also recognizes the student. As a student receives "Pats," different awards are given. The system at L. B. Clarke provides a holistic discipline/recognition program that allows staff to identify and monitor student needs. Quarterly and annual rewards are also part of the program.

Student Recognition Programs

School	Verona Area Middle
Grades in School	6-8
Student Population	560
District	Verona Area
Contact Person	John Berge
Position	Principal
Address	400 North Main Street Verona, WI 53593
Phone	(608) 845-6454

Program Description. Three programs reward positive behavior for Verona Area Middle School students. The first, Positive Learners Understand Success (PLUS), recognizes students who consistently turn in assignments, are generally responsible, and display a positive attitude. Students are nominated each quarter by teachers. To be recognized, a student must be nominated by at least four teachers. The reward for the students is a movie shown during the school day. Approximately 50 percent to 60 percent of the students are recognized each quarter. The "I've Caught You Being Good" program features coupons that are handed out by teachers to any students whom they feel deserve the recognition. Students can redeem these coupons for prizes. There is also a weekly drawing for those students who received coupons during that week. The prizes are locally donated. The third program, "Academic Recognition," lists all students who achieve at least a B average. The list is posted on a bulletin board as well as in the parent newsletter.

Student Recognition Program

School	West DePere Junior High
Grades in School	7-8
Student Population	221
District	West DePere
Contact Person	James Lamal
Position	Principal
Address	665 Grant Street DePere, WI 54115
Phone	(414) 337-1080

Program Description. In West DePere's student recognition program, special privileges are extended to students who earn As and Bs on their report cards each quarter and to an additional few students who, by other achievements at school, merit recognition. The qualifying students receive an ID card which expires at the end of each quarter. This card entitles them to rewards and discounts from various businesses in the community. Some of the rewards are free ice cream cones or soft drinks, free games of bowling, discounts on clothing purchases, bicycle accessories, and bakery and other food items. At least 18 local businesses are supporting the program in its initial stage by offering discounts or other benefits.

Student Incentive Program

School	West Grant
Grades in School	K-12
Student Population	391
District	West Grant
Contact Person	Diane Toraason
Position	Principal
Address	County Road P Patch Grove, WI 53817
Phone	(608) 994-2715

Program Description. At the end of each quarter, seventh and eighth graders who have met certain criteria are treated to a special event planned by the junior high student council. The events planned in the past have included roller skating in Fennimore, bowling and roller skating in Prairie du Chien, and a trip to the Wisconsin Dells at the end of the fourth quarter. The trips were financed by the student council's money-making projects. To be eligible, students must

have had no detentions during that quarter, been given no deficiency slips, and received no grade lower than a C- on their report cards for that quarter.

Community Service Programs

An increasing number of school districts are looking for ways to link school programs with learning opportunities in the community. This broadens the learning environment beyond the confines of the school's human and material resources. By participating in community services, young adolescents can apply the knowledge and skills they are learning in school while contributing to their community.

Seventh Grade Community Service

School	Fennimore Elementary
Grades in School	K-7
Student Population	590
District	Fennimore Community
Contact Person	Lyle Lang
Position	Principal
Address	830 Madison Street Fennimore, WI 53809
Phone	(608) 822-3285

Program Description. Seventh graders perform community service through three programs at the elementary school. The first is "kindergarten volunteers." All seventh-grade students are eligible to volunteer to assist in the kindergarten class during their 11:30 a.m. study period (provided work assigned has been completed). Duties include assisting students from the lunchroom to their classroom, helping them with their outdoor clothing, taking them to the playground, assisting an adult with playground supervision, and bringing the students back to the classroom. The second program is "safety patrol." Duties for this program include putting up and taking down the U. S. and Wisconsin flags every school day, monitoring the halls and stairway during two lunch periods, and monitoring the bus-boarding area after school. The third program is "inclement weather assistance." All seventh-grade students are eligible to volunteer to assist noon recess supervisors (during their 11:30 a.m. study period) with classroom supervision of grades one to three in inclement weather (providing work has been completed). Duties include organizing appropriate games or activities for the students.

Community Service Programs

School	Lancaster Middle
Grades in School	5-8
Student Population	420
District	Lancaster Community
Contact Person	Marlin Phillips
Position	Principal
Address	West Maple Street Lancaster, WI 53813
Phone	(608) 723-6425

Program Description. Students are involved in two community projects. In the first, sixth graders visit a nursing home. Each sixth-grade homeroom visits the local nursing home residents for one hour once a month. The students organize a celebration of the month, bringing the nursing-home residents valentines for Valentine's Day, shamrocks for St. Patrick's Day, Easter bonnets for a parade in the halls, May baskets, and so on. During the visit, games are played and friendships developed. Both groups of people benefit. The second project involves students working for a clean environment. In a joint effort with the city, eighth-grade students and staff are bused to the landfill site to pick up trash that has blown around the area. As students fill bags with trash, a city truck drives around to collect the bags. It is important for this project's success that work and materials be coordinated with the city.

Service Club

School	Horace Mann Middle
Grades in School	6-8
Student Population	598
District	Sheboygan Area
Contact Person	Warren Brewer
Position	Principal
Address	2820 Union Avenue Sheboygan, WI 53081
Phone	(414) 459-3666

Program Description. The Horace Mann Middle School Service Club provides an opportunity for students in grades six to eight to develop service activities within the community. The club meets once a week after school and works on projects or plans activities for the community. The main focus of the club is to work with retirement homes. The students make decorations for the holidays, visit retirement homes, participate in activities with the elderly, and help them shop at Christmas time. The students become very close to the senior citizens and add a new dimension to their lives.

Other Programs and Practices

Academic Help Period

School	Clay Lamberton Middle
Grades in School	6-8
Student Population	312
District	Berlin Area
Contact Person	Larry Zarnott
Position	Principal
Address	259 East Marquette Berlin, WI 54923
Phone	(414) 361-2441

Program Description. During the daily 26-minute "help period," all staff members are at their teaching stations. Teachers can request that students attend, or students can voluntarily attend. Students are able to get one-on-one help, participate in small learning groups, receive academic enrichment, or make up work from absences. The time is also used as part of the middle school's assertive discipline program. The following recommendations should be considered when implementing the program: communicate with parents about the program, determine a monitoring system, plan activities for gifted/talented students, and determine methods to provide positive reinforcement (rewards) for students who attend.

No a.m. Bell System

School	Cumberland Junior High
Grades in School	7-8
Student Population	160
District	Cumberland
Contact Person	John Banks
Position	Principal
Address	P. O. Box 67 Cumberland, WI 54829
Phone	(715) 822-2251

Program Description. To reduce the stress caused by the intrusion of a bell system, Cumberland Junior High has eliminated the morning bells. Times to leave class are listed in each room, and students have three minutes to move from class to class. Since teachers are in the hall encouraging students to get to class, the problem of tardiness has been greatly reduced. The junior high school is located in one wing of the combined junior/senior high, so the area to be supervised is limited. No bells are necessary except for exploratory and physical education classes when cleanup and changing are necessary considerations.

Say No To Drugs

School	Oak Creek Junior High
Grades in School	7-8
Student Population	590
District	Oak Creek-Franklin
Contact Person	Carol Hansis
Position	Principal
Address	9330 S. Shepard Ave. Oak Creek, WI 53154
Phone	(414) 768-6260

Program Description. What began with a handful of students and faculty interested in promoting drug-free activities and interests has evolved into an all-school effort in this regard. With the support of the district office, Oak Creek Junior High has been provided a small amount of Alcohol and Other Drug Awareness (AODA) funding to initiate involvement in a "Just Say No" program. The school purchased pledge cards, buttons, and banners with the original grant. The high school band, "Clean Machine,"

played at the junior high to kick off the campaign. Almost 400 of 596 students signed a pledge to remain drug free. A succession of student/faculty activities followed which included a volleyball game and bowling party. These activities were designed to promote the purpose of the program. The junior high applied for a $1,000 grant for the continued funding of the program from the Department of Public Instruction, which was approved. Enthusiasm continues to run high.

The MOO Club (Make Other Options to drugs and alcohol)

School	Washington Middle
Grades in School	3-8
Student Population	595
District	Oconto Falls
Contact Person	K. Makuck
Position	Assistant Principal
Contact Person	D. Strebig
Position	Principal
Address	102 South Washington Oconto Falls, WI 54154
Phone	(414) 846-3456

Program Description. The MOO Club is designed for young adolescent students who face peer pressure as they struggle to find their own identities and a group to which they can relate. To belong, students must fill out a letter of application. Once accepted, students are required to sign a pledge against drugs and alcohol for the sake of family, friends, and their own well-being. Group activities include the development of the Magnificent Moo mascot, club T-shirts, participation in booths at the Oconto County Youth Fair, Open House displays, Fun Fest parades, anti-drug rallies, Red Ribbon Week activities, cleaning the community, visiting the lower grades for drug awareness week, performing the Moo Rap, dances, swimming parties, roller skating, and so on. The program enjoys community support and its popularity is growing with students.

Promoting Appropriate Lifestyles (PAL)

School	Phillips Middle
Grades in School	5-8
Student Population	296
District	Phillips
Contact Person	Robert Spence
Position	Principal
Address	P. O. Box 70, Hwy. 100 Phillips, WI 54555
Phone	(715) 339-3393

Program Description. The PAL program provides education, counseling, and evaluation of students with use/abuse problems. Students in grades three through eight may join one of many student assistance grou; to meet their particular needs. The groups provide information, concerned persons, insight, and aftercare; group focuses include eating disorders, family changes, suicide prevention, and teen issues. Other aspects of the program include a Natural Helpers Program designed to offer peer counseling. These student tutors are trained as active listeners and are representative of a cross-section of the student population. The Phillips PAL coordinator is Jeff Jasurda, phone: (715) 339-3393. In another school program, high school students work with middle schoolers in "Project Superstar." This is an actual high school class in which teens talk to middle-school students about the important decisions they have to confront.

2

Appendixes

Survey of Middle-Level School Principals
School District Standards and Administrative Rules

Appendix A. Survey of Middle-Level School Principals

Appendix A includes the complete text of the survey sent to all Wisconsin middle-level public school principals in October 1989. The survey was designed to assess the extent of middle-level programming in the state and highlight certain needs in a school improvement effort. It asked principals to identify programs and practices they would deem exemplary (Question 43). In a follow-up letter, respondents were asked to provide details about these exemplary programs.

For purposes of the survey, *exemplary* indicated a promising program or practice. The follow-up letter and form requesting details about these programs and practices also are included.

Instrument to Assess the Status of Middle-Level Grades in Wisconsin's Public Schools (October 1989)

General Information

1. Name _____ 2. Title _____

3. School _____

4. School Address _____

5. City _____ 6. Zip _____

7. Enrollment as of September 25, 1989

☐ A. 1 - 150 ☐ C. 301 - 450 ☐ E. 601 - 750 ☐ G. 901 - 1050
☐ B. 151 - 300 ☐ D. 451 - 600 ☐ F. 751 - 900 ☐ H. Over 1,050

8. Please indicate by a check those grades included in your school.

☐ A. 5 - 8 ☐ B. 6 - 8 ☐ C. 7 - 8 ☐ D. 7 - 9
☐ E. Other (Please specify) _____

Administrative Organization

9. Please indicate the number of instructional periods per day in your school schedule. Do not include lunch as an instructional period.

☐ A. 6 ☐ D. 9
☐ B. 7 ☐ E. We use a block of time scheduling rather than specified class periods.
☐ C. 8 ☐ F. Other (Please specify) _____

10. Please indicate the length of your instructional periods.

- ☐ A. 30 - 34 minutes
- ☐ B. 35 - 39 minutes
- ☐ C. 40 - 44 minutes
- ☐ D. 45 - 49 minutes
- ☐ E. 50 - 54 minutes
- ☐ F. More than 54 minutes

11. An interdisciplinary organization is defined as two or more teachers working with the same group of students utilizing a block scheduled period of time. Does your school utilize an interdisciplinary organization?

- ☐ A. Yes
- ☐ B. No

IF YOUR ANSWER TO NUMBER 11 IS YES, PLEASE COMPLETE QUESTIONS 12 - 15.

12. The following subjects are included on the teams:

- ☐ A. Language Arts
- ☐ B. Science
- ☐ C. Reading
- ☐ D. Mathematics
- ☐ E. Social Studies
- ☐ F. Other (Please specify) _____

13. Do the teachers who are involved on the interdisciplinary teams have a common team planning period *in addition* to an individual planning period? Please exclude time before the first period and after the last period.

- ☐ A. Yes
- ☐ B. No

14. If your response to question 13 was YES, please indicate the amount of time designated as "team planning time."

_____ Number of minutes

15. Are the interdisciplinary team leaders compensated for their work as team leaders?

- ☐ A. Yes
- ☐ B. No
- ☐ C. Does not apply to our situation

16. What middle school decision-making groups meet regularly during the school year? Check as many as are applicable.

- ☐ A. Faculty council/cabinet
- ☐ B. School improvement effectiveness teams
- ☐ C. Departmental staff
- ☐ D. Grade level staff
- ☐ E. Team/house staff
- ☐ F. Other (Please specify) _____

Student Activity Program

17. Does your school have an activity period allowing all students an opportunity to become involved in the co-curricular program *during the school day*?

☐ A. Yes ☐ B. No

IF YOUR ANSWER TO QUESTION 17 WAS YES, PLEASE RESPOND TO THE NEXT TWO QUESTIONS.

18. The time allocated to the activity period is: _____ Number of minutes

19. How often does the activity period meet?

☐ A. Every day
☐ B. Four times a week
☐ C. Three times a week
☐ D. Two times a week
☐ E. Once a week
☐ F. Once a month
☐ G. Two times a month
☐ H. Other (Please specify)_____

Guidance Program

20. Do you have a **teacher-based** guidance program (home-base, advisor-advisee, teacher-advisor)?

☐ A. Yes ☐ B. No

IF YOUR ANSWER TO QUESTION 20 IS YES, PLEASE RESPOND TO THE NEXT FOUR QUESTIONS.

21. Which staff members other than regular classroom teachers function as advisors?

☐ A. Administrators
☐ B. Media specialists
☐ C. Resource teachers (special education teachers, gifted/talented teachers)
☐ D. Counselors
☐ E. Others (Please specify) _____

22. How often do the advisory groups meet?

☐ A. Every day
☐ B. Three times a week
☐ C. Once a week
☐ D. Once a month
☐ E. Four times a week
☐ F. Two times a week
☐ G. Two times a month
☐ H. Other (Please specify)_____

23. How many minutes per session do the advisory groups meet? _____ Number of minutes

24. Please indicate by as many checks as applicable the kinds of activities that are included in the advisory groups?

- ☐ A. Silent sustained reading
- ☐ B. Orientation activities to the middle school
- ☐ C. Intramurals
- ☐ D. Career information
- ☐ E. Orientation activities to the senior high school
- ☐ F. Personal growth concerns
- ☐ G. Student clubs and activities (student council, computer club, etc.)
- ☐ H. Others (Please specify) _____

School Reorganization

25. Many school districts have reorganized their middle-level schools or have made a number of changes in the curriculum and/or organization. Please indicate by as many checks as appropriate the reasons for this reorganization or updating of the curriculum.

- ☐ A. To remedy the weaknesses of the two-level organization (elementary/high school)
- ☐ B. To provide more specialization in grades five and/or six
- ☐ C. To better bridge the elementary and the high school
- ☐ D. To improve the quality of the previous school organization
- ☐ E. To aid desegregation
- ☐ F. To eliminate crowded conditions in other schools in the district
- ☐ G. To provide a program specifically designed for students in this age group
- ☐ H. To utilize a new building
- ☐ I. To utilize an older building when a new senior high school was built

Staff Development

26. Please indicate by as many checks as applicable the staff development activities specific to middle-level education in which your staff participated the past five years.

- ☐ A. College/University sponsored credit coursework
- ☐ B. College/University sponsored noncredit workshops
- ☐ C. District sponsored inservice activities
- ☐ D. School visitations
- ☐ E. Building level improvement committee sponsored activities
- ☐ F. Middle-level consultant

Curriculum

27. Place an "R" to indicate a required course or an "E" to indicate an elective course in the first column. Also, please indicate the length of time each course is offered with a check in the appropriate column.

Grade Six

Courses	Required/ Elective	Length of Courses					
		Full Year	Eighteen Weeks		Nine Weeks	Six Weeks	Other
			Every Day One Semester	Every Other Day For Year			
Language Arts							
Mathematics							
Science							
Social Studies							
Agriculture							
Art							
Band							
Career Exploration							
Chorus							
Computer Literacy							
Creative Writing							
Fam/Consumer Ed.							
Foreign Language							
French							
German							
Spanish							
Other:							
General Music							
Health							
Journalism							
Orchestra							
Reading							
Speech/Drama							
Technology Educ.							
Typing/Keyboarding							

28. Place an "R" to indicate a required course or an "E" to indicate an elective course in the first column. Also, please indicate the length of time each course is offered with a check in the appropriate column.

Grade Seven

Courses	Required/ Elective	Length of Courses					
		Full Year	Eighteen Weeks		Nine Weeks	Six Weeks	Other
			Every Day One Semester	Every Other Day For Year			
Language Arts							
Mathematics							
Science							
Social Studies							
Agriculture							
Art							
Band							
Career Exploration							
Chorus							
Computer Literacy							
Creative Writing							
Fam/Consumer Ed.							
Foreign Language							
French							
German							
Spanish							
Other:							
General Music							
Health							
Journalism							
Orchestra							
Reading							
Speech/Drama							
Technology Educ.							
Typing/Keyboarding							

29. Place an "R" to indicate a required course or an "E" to indicate an elective course in the first column. Also, please indicate the length of time each course is offered with a check in the appropriate column.

Grade Eight

Courses	Required/ Elective	Length of Courses					
		Full Year	Eighteen Weeks		Nine Weeks	Six Weeks	Other
			Every Day One Semester	Every Other Day For Year			
Language Arts							
Mathematics							
Science							
Social Studies							
Agriculture							
Art							
Band							
Career Exploration							
Chorus							
Computer Literacy							
Creative Writing							
Fam/Consumer Ed.							
Foreign Language							
French							
German							
Spanish							
Other:							
General Music							
Health							
Journalism							
Orchestra							
Reading							
Speech/Drama							
Technology Educ.							
Typing/Keyboarding							

Instructional Strategies

30. Please indicate if the following instructional strategies are utilized in grades six through eight in your school.

Strategy	To a Significant Degree	To Some Degree	To a Small Degree	Not at All
A. Cooperative learning				
B. Inquiry teaching				
C. Role playing/simulation				
D. Enrichment activities				
E. Integration of subject matter				
F. Computer-aided instruction				

31. If you checked computer-aided instruction above, please indicate the type of computer-aided instruction used in your school. Check as many as are applicable.

☐ A. Word processing
☐ B. Simulation games
☐ C. Recreational games
☐ D. Data base file management
☐ E. Spreadsheet

32. Which *one* of the statements below best describes your school's operating policy toward ability grouping (homogeneous vs. heterogeneous) of pupils for instruction?

☐ A. Ability grouping is *not* used in our school in any subject areas.
☐ B. Ability grouping is used in our school to a limited extent.
☐ C. Ability grouping is used in our school to a significant extent.

IF YOUR ANSWER TO NUMBER 32 ABOVE IS "B" OR "C," THEN PLEASE RESPOND TO QUESTION 33.

33. Ability grouping is often used to provide remediation or to provide enrichment. Please complete the following chart by indicating with a check those subject areas where ability grouping is used for either remediation or enrichment.

Subject	Grade Six		Grade Seven		Grade Eight	
	Remediation	Enrichment	Remediation	Enrichment	Remediation	Enrichment
Mathematics						
Science						
Social Studies						
Language Arts						
Reading						

Evaluation

34. Please indicate by as many checks as applicable the system(s) your school uses for reporting pupil progress.

- ☐ A. Letter scale (A to E, etc.)
- ☐ B. Word scale (Excellent, good, etc.)
- ☐ C. Numerical scale (1-5, etc.)
- ☐ D. Satisfactory-unsatisfactory scale (S, U; E, S, U; Pass-fail, etc.)
- ☐ E. Informal written notes
- ☐ F. Percentage marks (92, 88, etc.)
- ☐ G. Dual system (Progress compared (1) with the class and (2) with student's own potential)
- ☐ H. Student self-evaluation
- ☐ I. Teacher comments on the report card
- ☐ J. Evaluation of attitude/effort
- ☐ K. Evaluation of personal/social development
- ☐ L. Conferences
- ☐ M. Standardized tests
- ☐ N. Others (Please specify) _____

35. Please indicate if pupil progress in the exploratory courses in your school is reported differently than courses such as mathematics, language arts, science, and social studies.

☐ A. Yes ☐ B. No

36. If your answer to question 30 is "No," do you use a satisfactory-unsatisfactory or pass-fail system with the exploratory courses?

☐ A. Yes ☐ B. No

Co-Curricular Program

37. Please indicate by as many checks as applicable in which grades each of the following programs/ activities are offered.

School Activity	Grades		
	Six	Seven	Eight
Yearbook			
Newspaper			
Forensics			
Music Activities			
Library Club			
Cheerleading			
Drama			
Math Activities			
Naturalist Club			
Chess Club			
Radio Club			
Computer Club			
Science Club			
Bridge Club			
Photography Club			

38. Please indicate by as many checks as applicable in what grades each of the following programs/ activities are offered. "Intramural" is defined as an activity that involves students only from within the school, "Interscholastic" as an activity that involves students from other schools.

Activity	Intramural			Interscholastic		
	Six	Seven	Eight	Six	Seven	Eight
Football						
Basketball-Girls						
Basketball-Boys						
Volleyball-Girls						
Volleyball-Boys						
Wrestling						
Track-Girls						
Track-Boys						
Gymnastics						
Swimming-Girls						
Swimming-Boys						
Tennis-Girls						
Tennis-Boys						
Soccer-Girls						
Soccer-Boys						
Baseball						
Softball						
Cross Country-Girls						
Cross Country-Boys						
Skiing						

Meeting Individual Needs

39. Please indicate by as many checks as appropriate the manner in which your school is meeting the needs of the "gifted and talented" students.

- ☐ A. Resource teachers
- ☐ B. Tracking (ability grouping)
- ☐ C. Enrichment within the classroom
- ☐ D. Pull-out program
- ☐ E. Accelerated grades
- ☐ F. Accelerated classes
- ☐ G. Compacting curriculum
- ☐ H. Mini-courses
- ☐ I. Mentoring
- ☐ J. Independent study
- ☐ K. Tutor others
- ☐ L. Other (Please specify) _____

40. Please indicate by as many checks as appropriate the manner in which your school is meeting the needs of the "at risk" students.

- ☐ A. Resource teachers
- ☐ B. Curriculum modification
- ☐ C. Pull-out program
- ☐ D. Being tutored
- ☐ E. Mini-courses
- ☐ F. Remedial courses
- ☐ G. Special education programs
- ☐ H. Referral to other agencies
- ☐ I. Alternate course requirements
- ☐ J. Reduce assignments
- ☐ K. Reduce requirements
- ☐ L. Small group meetings
- ☐ M. Other (Please specify) _____

Student Recognition Programs

41. Please indicate by as many checks as appropriate the types of *positive* recognition given to students in your school.

- ☐ A. Academic honor roles
- ☐ B. Behavior honor roles
- ☐ C. Student of the week/month
- ☐ D. Birthdays
- ☐ E. Other (Please specify) _____

Parent Involvement

42. Please indicate by as many checks as appropriate the types of involvement with parents of students in your school.

- ☐ A. PTO/PTA
- ☐ B. Newsletters
- ☐ C. Conferences
- ☐ D. Proficiency progress reports
- ☐ E. Deficiency progress reports
- ☐ F. Deficiency progress reports
- ☐ G. Parenting classes
- ☐ H. Parent advisory group
- ☐ I. Other (Please specify) _____

Many school districts are interested in learning of exemplary middle-level practices and programs in other schools. If you believe you have an exemplary program in your school and *are willing* to have other schools contact you in order to visit your school or call you for further information, please complete the following question.

43. Please indicate by as many checks as appropriate those programs or practices within your school that you would deem as exemplary.

- ☐ A. Interdisciplinary team organization
- ☐ B. Advisor/advisee program
- ☐ C. Student recognition program
- ☐ D. Program for "At-Risk" students
- ☐ E. Program for "Gifted and Talented" students
- ☐ F. Student Activity Program
- ☐ G. Retention policy
- ☐ H. Grade reporting practice
- ☐ I. Orientation to the middle school
- ☐ J. Orientation to the senior high school
- ☐ K. Youth service within the school
- ☐ L. Youth service within the community
- ☐ M. Leadership structure with shared decision making
- ☐ N. Others (Please specify) _____

_____

44. Many middle-level schools are in the process of developing new programs. Please check those middle-level programs you are considering for implementation in your school or that you have selected for school improvement.

- ☐ A. Interdisciplinary team organization
- ☐ B. Advisor/advisee program
- ☐ C. Student recognition program
- ☐ D. Program for "At-Risk" students
- ☐ E. Program for "Gifted and Talented" students
- ☐ F. Student Activity Program
- ☐ G. Retention policy
- ☐ H. Grade reporting practice
- ☐ I. Orientation to the middle school
- ☐ J. Orientation to the senior high school
- ☐ K. Youth service within the school
- ☐ L. Youth service within the community
- ☐ M. Leadership structure with shared decision making
- ☐ N. Others (Please specify) _____

_____

Follow-up Letter

Street Address:
125 South Webster Street
Madison, WI 53707
Phone: (608) 266-3390

Mailing Address:
Post Office Box 7841
Madison, WI 53707-7841

Herbert J. Grover
Superintendent of Public Instruction

April 11, 1990

Dear Principal of Middle Level Grades:

During the month of October 1989, you responded to a statewide survey of middle level educational practices and programs. Of the 532 surveys that were mailed, 434 were returned. The data gathered from that survey is in the process of being compiled and will be mailed to you in report form this summer.

Item No. 43 of the survey asked you to indicate those programs or practices within your school that you would deem as EXEMPLARY. "Exemplary" should not be confused with the term that describes levels of compliance with the state standards. For the purposes of the survey, EXEMPLARY signifies a promising practice or program.

To assist others in school improvement initiatives, would you please prepare a brief (one page) narrative describing each program you checked (copy attached). The form(s) should be typed and ready for duplication. The narrative will be included in a promising middle level practices collection to be prepared by the Bureau for School Improvement and available through the Department of Public Instruction.

Please submit your material by May 4, 1990 to:

Jean Nohr
Department of Public Instruction
P.O. Box 7841
Madison, Wisconsin 53707-7841
(Phone: 608-266-3643)

Make as many copies of the "Program Description Form" as needed. Include other programs that you have developed during this school year that are significant in the area of middle level education. If you know of noteworthy programs in neighboring districts, pass the forms along and encourage principals to share their ideas.

Your cooperation in this effort will be greatly appreciated and will provide for an effective exchange of school improvement information. Thank you for your attention in this matter.

Sincerely,

Judy Peppard
Middle Level Consultant
Bureau for School Improvement
Department of Public Instruction

Jerry Rottier
Professor of Education
University of Wisconsin-Eau Claire

Program Description Form: Promising Middle-Level Practices

Program/Practice Title:

Purpose of Program/Practice:

Description of Program/Practice:

Comments, Suggestions:

Name of School:

Name of School District:

Contact Person(s):

Position:

Grades:

Student Population:

Phone:

Address:

Section 121.02, Wisconsin Statutes

(1) Each school board shall:

(a) Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit to teach issued by the department before entering on duties for such position.

(b) Annually, establish with school board employes a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.

(c) Provide remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs:

1. The pupil fails to meet the reading objectives specified in the reading curriculum plan developed by the school board under par. (k).

2. The pupil fails to score above the state minimum performance standard on the reading test under par. (r) and:

a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or

b. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.

(d) Operate a 5-year-old kindergarten program, except in union high school districts.

(e) Provide guidance and counseling services.

(f) 1. Schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of strike by school district employes.

2. Annually, schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 through 12. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period.

(g) Provide for emergency nursing services.

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(i) Provide safe and healthful facilities.

(j) Ensure that instruction in elementary and high schools in health, physical education, art and music is provided by qualified teachers.

(k) 1. By September 1, 1988, develop a written, sequential curriculum plan in at least 3 of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art and music. The plan shall specify objectives, course content and resources and shall include a program evaluation method.

2. By September 1, 1989, develop a written, sequential curriculum plan in at least 3 additional subject areas specified in subd. 1.

3. By September 1, 1990, develop a written, sequential curriculum plan in all of the remaining subject areas specified in subd. 1.

(L) 1. In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music.

2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning.

3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and postsecondary educational institutions.

4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

5. Provide regular instruction in foreign language in grades 7 and 8 beginning in the 1994-95 school year.

(m) Provide access to an education for employment program that has been approved by the state superintendent.

(n) Develop a plan for children at risk under s. 118.153.

(o) Annually, adopt and publish a performance disclosure report. The report shall describe the school board's and each school's educational goals and objectives, including learning-related performance objectives, and the results of the tests administered under par. (s) during the previous school year.

(p) Comply with high school graduation standards under s. 118.33(1).

(q) Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every 3rd year thereafter.

(r) Annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3.

(s) Using achievement tests that are aligned with the school district's curriculum, test all of the pupils enrolled in the school district in reading, language arts and mathematics at least twice in grades kindergarten to 5, at least once in grades 6 to 8 and at least once in grades 9 to 11. This paragraph does not apply to any school district participating in the competency testing program under s. 118.30.

(t) Provide access to an appropriate program for pupils identified as gifted and talented.

(1m) A school district may provide for scoring the test administered under sub. (1)(r) or have it scored by the department. If the school district provides for scoring the test, the department shall reimburse the school district for the cost of scoring the test, not exceeding what the department's cost would be to score the test. Costs of scoring the tests and reimbursing school districts for scoring the tests shall be paid from the appropriation under s. 20.255(1)(a).

(2) In order to ensure compliance with the standards under sub. (1), the state superintendent shall annually conduct a general on-site audit of at least 20% of all school districts, selected by means of a stratified, random sample. The state superintendent shall audit each school district at least once every 5 years but may not audit a school district more than once every 3 years. The state superintendent shall ensure that the audit process involves school board members, school district administrators, teachers, pupils, parents of pupils and other residents of the school district. Nothing in this subsection prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

(3) Prior to any finding that a school district is not in compliance with the standards under sub. (1), the state superintendent shall, upon request of the school board or upon receipt of a petition signed by the maximum number of electors allowed for nomination papers of school district officers under s. 8.10(3)(i), (km) or (ks), conduct a public hearing in the school district. If the state superintendent, after the hearing, finds that the district is not in compliance with the standards, the state superintendent may develop with the school board a plan which describes methods of achieving compliance. The plan shall specify the time within which compliance shall be achieved. The state superintendent shall withhold up to 25% of state aid from any school district that fails to achieve compliance within the specified period.

(4) Any school district which is completely surrounded by water may meet the requirements of this section by being in substantial compliance with the standards in sub. (1). Annually by August 15, the school district shall submit to the state superintendent for approval a report describing the methods by which the school district intends to substantially comply with the standards. The state superintendent shall allow any such school district maximum flexibility in the school district's substantial compliance plans.

(5) The state superintendent shall promulgate rules to implement and administer this section, including rules defining "regular instruction" for the purpose of sub. (1)(L) 1 and 2.

Chapter PI 8, Administrative Rules

These are administrative rules promulgated by the Wisconsin Department of Public Instruction to implement and administer school district standards.

PI 8.001 Definitions. In this chapter:

(1) "Access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between

school district boards under s. 66.30, Stats., and postsecondary education institutions.

(2) "Career exploration and planning" means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

(3) "Children at risk" has the meaning set forth in s. 118.153(1)(a), Stats.

(4) "Days" means calendar days unless otherwise specified.

(5) "Department" means the Wisconsin department of public instruction.

(5m) "Direction" includes planning, consultation, inservice training and periodic review.

(6) "Hours" means clock hours.

(7) "Kindergarten" means 5-year-old kindergarten unless otherwise specified.

(8) "Licensed" means holding a valid license issued by the department as required under ss. 118.19 and 121.02(1)(a), Stats.

(8m) "Middle level format" means an organizational pattern which includes part or all of grades 5 to 9.

(9) "Postsecondary education institutions" means public and private colleges and universities, and vocational and technical institutions and schools.

(10) "School district board" means the school board in charge of the schools of a public school district.

(11) "School term" has the meaning set forth in s. 115.001(12), Stats.

(12) "State superintendent" means the state superintendent of public instruction.

(13) "Vocational education" means instructional programs designed to assist pupils in achieving mastery of the skills set forth in s. 118.01(2)(b), Stats.

PI 8.01 School district standards.

(1) *Purpose.* To assure that the children of Wisconsin will have available an educational program meeting statutory standards and pursuant to s. 121.02, Stats., each school district board shall meet all of the school district standards set forth in sub. (2).

(2) *School District Standards.* (a) *Licensure.* Each school district board shall certify annually that every teacher, supervisor, administrator, and other professional staff member has been issued a valid certificate, license, or permit by the department for the position for which he/she is employed before entering on duties for such position and that a copy of the valid certificate, license, or permit is on file in the district.

(b) *Staff development.* Each school district board shall annually establish a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school. The plan shall be developed with the cooperative efforts of licensed support staff, instructional staff, and administrative staff.

(c) *Remedial reading.* Each school district shall identify and diagnose underachieving pupils in reading in grades kindergarten through third. Such identification and diagnosis shall be directed or performed by licensed personnel who have earned at least [illegible] semester credits in courses dealing with the measurement of reading skills and achievement and/or the diagnosis of reading difficulties. Children with such identified and diagnosed reading deficiencies shall receive instruction and services directed toward removal of the deficiencies. Such instruction and services shall be coordinated with all other reading instruction.

(d) *Kindergarten.* Each school district shall operate a kindergarten program in which all 5 year old children of the district may be enrolled. The teachers shall be licensed by the department to teach kindergarten. Physical facilities, equipment and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics, and physical education.

(e) *Guidance and counseling services.* Guidance and counseling services shall be provided for all pupils. The district shall have on file written evidence that its guidance and counseling program is systematically planned and directed by licensed guidance and counseling personnel. Guidance and counseling activities in grades 7 through 12 shall be performed by licensed guidance and counseling personnel. Direction of guidance and counseling activities in grades kindergarten through 6 shall be provided by licensed guidance and counseling personnel. The program of guidance and counseling shall include providing vocational, educational, and personal-social information; pupil appraisal; placement; referral, research; and follow-up activities.

(f) *Days and hours of instruction.* 1. Each school district board shall schedule at least 180 school days annually. A maximum of 5 days may be counted to meet this requirement if they are used for parent conferences or if school is closed by the school district administrator because of

inclement weather. School days are further defined in s. 115.01(10), Stats. The 180 days requirement may be reduced for any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employes.

2. Each school district board shall annually schedule and hold at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 through 6, and at least 1,137 hours of direct pupil instruction in grades 7 through 12. The school hours are computed as the period from the start to the close of each pupil's daily instructional schedule. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period. No more than 30 minutes per day may be counted for recess. In computing the minimum number of instructional hours under this subdivision, days and parts of days on which parent and teacher conferences are held, staff development or inservice programs are held, schools are closed for inclement weather, or when classes are not held may not be counted.

(g) *Emergency nursing services.* Emergency nursing service shall be provided under the direction of a nurse(s) registered in Wisconsin. Arrangements shall be made with a physician to serve as a medical advisor for the emergency nursing service. Written policies for emergency nursing services shall be established. These policies shall include procedures for dealing with accidental injury, illness, and medication at all school sponsored activities. An annual review shall be made of the emergency nursing services. Emergency nursing services shall be available during the regular school day including curricular and co-curricular activities of pupils. Equipment and supplies for the emergency nursing services shall be readily accessible.

(h) *Library media services.* Each school district board shall:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.

2. Designate a licensed library media person to direct and coordinate the district's library media program.

3. Make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.

(i) *Safe and healthful facilities.* A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for bringing the district operated facilities to the level of the standards established for safe and healthful facilities. The school board shall comply with all regulations, state codes, and orders of the department of industry, labor and human relations and the department of health and social services and all applicable local safety and health codes and regulations. The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, and hazardous conditions shall be corrected, compensating devices installed or special arrangements made to provide for safe and healthful facilities. Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected. Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.

(j) *Health, physical education, art and music.* The school district board shall provide instruction in health, physical education, art and music as follows:

1. Health instruction shall be provided in accordance with a written comprehensive health education curriculum which includes the curricular areas defined in ss. 115.35 and 118.01(2), Stats. A professional staff member shall be designated as coordinator of health education. Health education in grades kindergarten through 6 shall be under the direction of a licensed health teacher. In grades 7 through 12 health education shall be conducted by or under the direction of a licensed health teacher and shall include one structured course in health taught by a licensed health teacher.

2. Physical education instruction shall be provided in accordance with a developmental, sequential, comprehensive physical education curriculum and program of instruction for all pupils.

Instruction in grades kindergarten through 6 shall be provided at least 3 times weekly, except that days on which special activities are conducted may be exempt; and shall be conducted by or under the direction of a licensed physical education teacher. Pupils in grade 6 may be scheduled in accordance with the criteria for scheduling grades 7 through 12 if the pupils are attending a school that includes any of those grades. All pupils in grades 7 through 12 shall participate in the instructional program of physical education taught by a licensed physical education teacher, except that in senior high schools one year or the equivalent may be optional to pupils.

3. Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based upon concepts developed through sensory awareness, aesthetic discrimination and skill development in the creation of art and the knowledge of human art heritage. Art instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed art teacher. Art instruction shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed art teacher.

4. Music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression and music reading. Music instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed music teacher. Music instruction including general music, vocal music and instrumental music shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed music teacher.

(k) *Curriculum Plan.* 1. In this paragraph:

a. "Computer literacy" means the ability to use computer programs to assist learning, handling information and problem solving, and the ability to make informed judgments concerning social and ethical issues involving computers and information systems.

b. "School district curriculum plan" means the composite of the sequential curriculum plans.

c. "Sequential curriculum plan" means an organized set of learning experiences that build upon previously acquired knowledge and skills.

2. Each school district board shall develop, adopt and implement a written school district curriculum plan which includes the following:

a. A kindergarten through grade 12 sequential curriculum plan in each of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, physical education, art and music.

b. A grade 7 through 12 sequential curriculum plan in vocational education.

3. Each sequential curriculum plan shall specify objectives, course sequence, course content, resources and an allocation of instructional time by week, semester and school term. The school district board shall establish in the school district curriculum plan the allocation of instructional time, by week, semester and school term, among all subject areas.

4. Each sequential curriculum plan shall include a program evaluation method which provides a systematic, continuous and objective process of determining whether pupils attain the specified objectives. Components of the sequential curriculum plan shall be monitored continuously and the overall program evaluation method shall be reviewed at least once every 5 years and revised as appropriate to ensure that pupils meet the curriculum objectives.

5. The school district curriculum plan shall be consistent with the approved education for employment program under ch. PI 26.

6. The school district board shall develop sequential curriculum plans in at least 3 of the subject areas specified in subd. 2 by September 1, 1988; in at least 3 more of the subject areas specified in subd. 2 by September 1, 1989; and in all of the remaining subject areas specified in subd. 2 by September 1, 1990. The computer literacy and environmental education curriculum plans shall be developed as follows:

a. Computer literacy objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans.

b. Environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with the greatest emphasis in art, health, science and social studies education.

(l) *Instruction.* Each school district board shall provide instruction as follows:

1. In grades kindergarten through 4, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, health, physical education, art and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the ob-

jectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

2. In grades 5 through 8, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, physical education, health, art and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k), except that in middle level formats which offer or require a variety of exploratory experiences for pupils, such as foreign language, business education, vocational agriculture, technology education, home economics education and marketing education, regular instruction in health, art and general music may be provided as follows:

a. In grades 5 and 6, each week for the entire school term, or the equivalent in instructional time and course content, and in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plan developed and adopted under par. (k).

b. In grades 7 and 8, in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

3. An introduction to career exploration and planning, through a one semester course or the equivalent in instructional time and course content, shall be integrated within grades 5 through 8.

4. In grades 9 through 12, access shall be provided without charge for tuition, to an educational program which enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. The school district board shall make all courses as widely available to all pupils as possible, however an individual pupil's scheduling conflict does not constitute denial of access to a course.

(m) *Education for employment.* Each school district board shall comply with s. 121.01(1)(m), Stats., and ch. PI 26, relating to education for employment.

(n) *Children at risk.* Each school district board shall comply with s. 118.153, Stats., and ch. PI 25, relating to plans and programs for children at risk.

(o) *Annual performance disclosure report.* Each school district board shall annually adopt and publish a report to the residents of the school district. The report shall be written in plain language and shall include the following:

1. A statement of the educational goals and objectives of the school district, including performance objectives related to learning and the progress made in meeting the objectives.

2. A statement of the educational goals and objectives for each school in the school district, including performance objectives related to learning and the progress made in meeting the objectives.

3. Results of the achievement tests administered under par. (s) or under s. 118.30, Stats., for the school district and for each school in the school district.

(p) Each school district board shall comply with s. 118.33., Stats., and ch. PI 18, relating to high school graduation standards.

(q) 1. Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board adopted position description, including job related activities, and shall include observation of the individual's performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.

2. The school district board shall ensure that evaluations, including those for purposes of discipline, job retention or promotion, shall be performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.

(r) 1. The department shall develop a standardized reading test for pupils in grade 3. The department shall annually provide the test to all school district boards and score and report the results. Each school district board shall annually administer the test to all pupils in the school district enrolled in grade 3. Standardized refers to test objectives and items, test related materials, test administration procedures, the testing schedule, and the scoring and reporting procedures and formats. The department shall provide guidelines to assist school districts in testing and excluding from testing pupils with special needs, including pupils with exceptional educational

needs under ch. 115, subch. V., Stats., and pupils with limited English proficiency under ch 115, subch. VII, Stats.

2. The department shall report each school district's test results, for the school district and for each school in the district, to the school district board.

3. The department shall report aggregate statewide pupil achievement data to each school district for the purpose of local evaluation of school district test performance in relation to statewide performance.

4. The department shall establish achievement performance standards and shall report the achievement level to each school district board in relation to the standards.

(s) Each school district board shall test all of the pupils enrolled in the school district in reading, language arts, and mathematics at least twice in grades kindergarten through 5, at least once in grades 6 through 8, and at least once in grades 9 through 11. The school district board shall use achievement tests that are aligned with the school district's curriculum objectives identified under par. (k). The department shall provide guidelines to assist school districts in testing and excluding from testing pupils with special needs including pupils with exceptional educational needs under ch. 115, subch. V, Stats., and students with limited English proficiency under ch. 115, subch. VII, Stats. A school district's participation in the competency testing program under s. 118.30, Stats., meets the requirements of this paragraph.

(t) 1. In this paragraph "appropriate program" means a systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted or talented.

2. "Gifted and talented pupils" has the meaning set forth in s. 118.35(1), Stats.

3. Each school district board shall establish a means for identifying gifted and talented pupils in each of the categories identified in s. 118.35(1), Stats. Multiple criteria for the identification of gifted or talented pupils shall be used including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the planning of the proposed program.

PI 8.02 Compliance Audits.

(1) Beginning in the 1988-89 school year, the department shall annually conduct a general on-site audit of at least 20% of all school districts, as required under s. 121.02(2), Stats., selected by means of a stratified random sample. In this section, "selected by means of stratified random sample" means that districts will be grouped accordingly to enrollment and a representative number will be selected randomly from each group. The state superintendent shall audit each school district at least once every five years but may not audit a school district more than once every three years. Nothing in this section prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

(2) The department shall notify the school district board at least 90 days prior to beginning the on-site audit.

(3) The department shall provide a report to the school district board in writing within 60 days of the end of the on-site visit. If the report indicates that the district is not in compliance with s. 121.02(1), Stats., or s. PI 8.01(2), the school district board or the electors of the school district as provided under s. 121.02(3), Stats., may petition the state superintendent for a public hearing within 45 days of receipt of the audit report. The state superintendent shall hold the public hearing prior to any finding of noncompliance.

PI 8.03 Noncompliance Hearings.

(1) Upon request of the school board or upon receipt of a petition signed by the number of electors under s. 121.02(3), Stats., the state superintendent, or a person designated by the state superintendent as the hearing officer, shall conduct a public hearing in the school district prior to any finding that a school district is not in compliance with the standards under s. 121.02(1), Stats., or s. PI 8.01(2).

(2) The department shall mail notice of the hearing to the interested parties or their representatives and to representative media in the geographical area of the school district at least 10 days before the public hearing. The notice shall include the time and place of the hearing, and a deadline for submitting written statements.

(3) At the public hearing, all interested persons or their representatives shall be given an opportunity to present facts, opinions or arguments relative to the allegation of noncompliance in the report under s. PI 8.02(3) or in the petition of the electors under s. 121.02(3), Stats. The hearing officer may administer oaths or affirmations to those persons interested in giving testimony, and may question persons giving testimony. The hearing officer may limit the length of oral presentations at his or her discretion and may continue or postpone the hearing to such time as he or she deems appropriate. The department shall keep minutes or a taped record of the hearing.

(4) Any interested person may present written statements of facts, opinions or arguments on the issue of the hearing to the state superintendent, whether or not the person presented oral testimony. The state superintendent or hearing officer shall set a reasonable deadline for the submission of any written statements.

(5) After the public hearing and not later than 90 days after the deadline for submission of written statements, the state superintendent shall issue a written decision on whether the district is in compliance with the standards.

(6) If the state superintendent finds the school district board is not in compliance with the standards, the state superintendent may develop with the school district board a plan for compliance which specifies a time period, not to exceed 90 days, in which compliance must be achieved. Prior to the expiration of the time period, a school district board may submit a written request to the state superintendent for an extension of the time period. The request shall set forth the extenuating or mitigating circumstances that support granting the request and a date by which compliance will be achieved. The state superintendent may grant one extension of the time period, not to exceed one year. The state superintendent shall withhold up to 25% of state aid from any school district which fails to achieve compliance within the specified period, as required under s. 121.02(3), Stats.

Chapter PI 18
High School Graduation Standards

PI 18.01 Purpose and Applicability. The purpose of this chapter is to establish course requirements to meet the graduation standards outlined in s. 118.33, Stats., including accommodations for pupils with exceptional educational interests, needs, or requirements; to establish procedures by which boards will submit reports describing the boards' policies on high school graduation standards to the department; and to establish procedures by which those policies are certified by the board and reviewed by the state superintendent, and by which equivalent policies are approved by the state superintendent.

PI 18.02 Definitions. In this chapter:

(1) "Board" means the school board or board of education in charge of the schools of a school district.

(2) "Course" means study which has the fundamental purpose of developing the knowledge, concepts, and skills in a subject.

(3) "Credit" means the credit given for successful completion of a school term of study in one course in the high school grades that meets daily for a normal class period or the equivalent established by the board.

(4) "Department" means the department of public instruction.

(5) "Equivalent graduation policy" means a board policy which meets the credit requirements specified for each subject area, but which permits selected equivalent courses as long as such courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed.

(6) "High school diploma" means a document granted by the board to a pupil upon successful completion of a high school program meeting the requirements outlined in this chapter and those requirements established by the board.

(7) "High school grades" means grades nine through twelve.

(7m) "Open campus" means a policy of allowing a pupil to leave the school premises during any class period solely because the pupil is not enrolled in a class during that class period.

(8) "Pupils with exceptional educational interests, needs, or requirements" includes children with exceptional educational needs as defined under s. 115.76(3), Stats., gifted and talented children as determined by the board, limited-English speaking pupils as defined under s. 115.955, Stats., transfer pupils, pupils as provided in s. 118.15(1)(d), Stats., and other pupils with unusual circumstances as established by local school board policy.

(9) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(10) "Transfer pupils" means those pupils transferring during the high school grades from a private school as defined under s. 115.01(1g), Stats., from a home-based private educational program as defined under s. 115.01(1r), Stats., or from an out-of-state school.

(11) "Work release" means permitting pupils to leave the school premises solely for employment.

PI 18.03 High School Graduation Standards.

(1) *Course Requirements.* Beginning September 1, 1988, a board may not grant a high school diploma to any pupil unless the pupil has:

(a) Earned a minimum of 12.5 credits in grades 9 to 12 as follows:

1. Four credits of English which incorporate instruction in written communication, oral communication, grammar and usage of the English language, and literature.

2. Three credits of social studies which incorporate instruction in state and local government.

3. Two credits of mathematics which incorporate instruction in the properties, processes, and symbols of arithmetic and elements of algebra, geometry, and statistics.

4. Two credits of science which incorporate instruction in the biological sciences and physical sciences.

5. 1.5 credits of physical education which incorporate instruction in the effects of exercise on the human body, health-related physical fitness, and activities for lifetime use.

(b) Earned, in grades 7 to 12, at least 0.5 credit of health education which incorporates instruction in personal, family, community, and environmental health.

(2) *Additional Credits.* In addition to the minimum course requirements outlined in sub. (1), the state superintendent encourages boards to require a minimum of 8.5 additional credits in vocational education, foreign languages, fine arts, and other courses.

PI 18.04 Accommodations for Pupils with Exceptional Educational Interests, Needs, or Requirements. Education programs for high school graduation may be provided to accommodate pupils with exceptional educational interests, needs, or requirements.

(1) Education programs to accommodate pupils with exceptional educational interests, needs, or requirements shall:

(a) State the specific nature of the exceptional educational interests, needs, or requirements;

(b) State how the proposed program will respond to the exceptional educational interests, needs, or requirements;

(c) State how the education program will address each of the requirements in s. 118.33, Stats. and PI 18.03(1).

(2) Placement in a program under s. 115.85, Stats., meets the requirements in s. PI 18.04(1).

(3) Programs to accommodate pupils with exceptional educational interests, needs, or requirements other than those under s. 115.85, Stats., shall be approved by the state superintendent.

(4) Successful completion of an education program under sub. (1) or (2) may result in issuance of a diploma.

PI 18.05 Submission of High School Graduation Standards Policies.

(1) By September 1, 1986, each board operating a high school shall submit to the state superintendent, on forms provided by the department, a report describing the board's high school graduation policies governing diplomas which will be granted subsequent to September 1, 1988. Such policies shall include:

(a) The courses the board has approved as meeting the course requirements outlined in s. PI 18.03(1) including the course descriptions.

(b) The number of clock hours of instruction required to earn one credit in the courses the board has approved as meeting the course requirements outlined in s. PI 18.03(1).

(c) The education programs for pupils with exceptional educational interests, needs, or requirements.

(d) The activities approved by the board under s. 118.33(1)(b), Stats. Open campus and work release may not be approved by a board under this section. A pupil's employment during school hours may be approved if the employment is part of or related to the pupil's instructional program; or if the employment is approved as an accommodation for a pupil with exceptional educational interests, needs, or requirements under s. PI 18.04.

Note: Form PI 1803, High School Graduation Standards Compliance Review may be ob-

tained at no charge from the Department of Public Instruction, Division for Instructional Services, 125 South Webster Street, P. O. Box 7841, Madison, WI 53707.

(2) The board shall notify the state superintendent whenever changes are made in its high school graduation policy.

(3) The board shall certify to the state superintendent that its high school graduation policy is in compliance with the requirements under s. 118.33(1), Stats., and this chapter; or the board shall request approval of its high school graduation policy under sub. (5) as equivalent to the requirements under s. 118.33(1), Stats.

(4) The state superintendent may periodically review the boards' high school graduation policies and shall notify any board not in compliance with the requirements in s. 118.33(1), Stats., and this chapter. The state superintendent shall identify the changes necessary to achieve compliance.

(5) The state superintendent shall approve any board's high school graduation policy that is equivalent to the requirements under s. 118.33(1), Stats.

Chapter PI 25
Children at Risk Plan and Program Requirements

PI 25.01 Applicability and Purpose.

(1) Under s. 118.153(3)(a) Stats., every board shall make available programs to serve children at risk. The purpose of the legislation is to serve the needs of children at risk through expanded or newly developed programming and the integration of school, parent and community programs and resources. This chapter defines children at risk, establishes approval criteria and requirements for children at risk plans and programs and sets forth the requirements for receipt of additional state aid in those school districts eligible under s. 118.153(4), Stats.

(2) The requirements under ss. PI 25.03, 25.04 and 25.06 apply to all school districts in the state; s. PI 25.05 contains additional requirements which apply only to school districts operating under ch. 119, Stats.

PI 25.02 Definitions. In this chapter:

(1) "Adjudicated delinquent" means delinquent as defined under s. 48.02(3m), Stats.

(2) "Alternative programs" means board approved instructional programs offered in place of regularly scheduled curriculum programs.

(2m) "Basic skills," for purposes of determining whether a pupil is a child at risk, means achievement in reading or mathematics or both.

(3) "Board" means the school board in charge of the public schools of the district.

(4) "Ceased to attend" means that a pupil has been absent without acceptable excuse under ss. 118.15(1)(b) to (d) or (3), and 118.16(4), Stats., for 20 consecutive school days and has not formally withdrawn from school.

(5) "Children at risk" means:

(a) Pupils who are one or more years behind their age group in the number of credits attained or in basic skill levels and are also one or more of the following:

1. Dropouts.

2. Absent, in any school semester, for more than 15% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)2, Stats., whether such absences are excused or unexcused.

3. School age parents.

4. Adjudicated delinquents.

(b) Pupils in grades 5 to 8 who are two or more years behind their age group in basic skill levels.

(c) Pupils in grades 5 to 8 who are one or more years behind their age group in basic skill levels and have been absent, in any school semester, for more than 10% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)2, Stats., whether such absences are excused or unexcused.

(6) "Contract" means a written agreement between a board operating under ch. 119, Stats., and a private, nonprofit, nonsectarian agency for the purpose of providing services to children at risk.

(7) "Curriculum modifications" means adaptations or changes in the district's kindergarten through grade 12 curriculum scope and sequence.

(8) "Department" means the Wisconsin department of public instruction.

(9) "Dropout," for purposes of determining whether a pupil is a child at risk, means a pupil who:

(a) Has ceased to attend school.

(b) Continues to reside in the school district.

(c) Does not attend a public, private or vocational, technical and adult education district school or home-based private educational pro-

gram under s. 118.15(4), Stats., on a full-time basis.

(d) Has not graduated from high school, and does not have an acceptable excuse under ss. 118.15(1)(b) to (d) or (3), and 118.16(4), Stats.

(10) "Parent" means mother, father, or legal guardian.

(11) "Private program" means a program operated by a nonsectarian private school or agency.

(12) "Private school" has the meaning described in s. 118.165, Stats.

(13) "Program" means an organized and structured activity or set of activities which constitute one or more components of the total curriculum plan for the school year or of the pupil services normally provided by a school.

(14) "Pupil attendance rate" means the rate obtained by dividing the aggregate number of full-time equivalent days of actual pupils' attendance, by the aggregate number of full-time equivalent days on which school was held while the pupil was enrolled in the program.

(15) "Pupil retention rate" means the rate obtained by dividing the number of pupils who remained enrolled in school through completion of the school year including those who graduated, by the number of pupils who enrolled in the children at risk program during the current school year, less pupils who transferred to another school district during the school year.

(16) "School age parents" has the meaning given in s. 115.91(1), Stats.

(17) "Significant academic progress" means both of the following:

(a) The pupil demonstrates improvement in reading and mathematics in comparison to his or her performance level in the previous school year. The board shall determine whether the pupil's performance level improved as provided for in s. PI 25.03(1)(a)2.

(b) The pupil demonstrates satisfactory performance on at least 50% of any new instructional concepts in reading and mathematics introduced during each of the current school year semesters and the level of attainment is documented in a written record of performance at beginning, mid-point and ending of each semester.

(18) "Standardized achievement test" means a published, nationally normed test which provides a valid and reliable measure of a pupil's present achievement level in comparison with age or grade level cohorts.

(19) "State superintendent" means the state superintendent of public instruction.

PI 25.03 Identification of Children at Risk and Children at Risk Plan.

(1) Under s. 118.153(2)(a), Stats., every board shall, annually by August 15, identify children at risk in the school district and develop a written plan for meeting their needs. The plan shall meet the following requirements:

(a) It shall describe how the children at risk who are enrolled in the school district will be identified annually, including the following:

1. Determining whether a pupil is behind his or her age group in the number of credits attained. A pupil shall be determined to be behind his or her age group in the number of credits attained if the pupil has been held back one or more times at grade level and remains in this status or if a pupil in grades 9 through 12 is three or more credits deficient in progress toward graduation.

2. Determining whether a pupil is behind his or her age group in basic skill levels, based on a board approved plan of formal and informal assessments consistent with the district's objectives in mathematics and reading identified in the curriculum plan under s. PI 8.01(2)k. The assessments shall include standardized achievement tests and teacher observations.

(b) It shall describe how the needs of children at risk will be met through each of the following:

1. Curriculum modifications and alternative programs suited to the pupil's learning needs and which enable elementary school pupils to advance in grade level and enable high school pupils to earn academic credit leading to a high school diploma under s. 118.33, Stats. This shall include a description of any curriculum modifications and alternative programs provided under s. 118.15(1)(b) to (d), Stats., and, for districts operating under ch. 119, Stats., those curriculum modifications and alternative programs provided under s. 118.153(3)(c), Stats. Curriculum modifications and alternative programs provided under s. 118.15(1)(c)2, Stats., which do not lead to a pupil's high school graduation may not be included in the district's children at risk plan.

2. Remedial instruction provided to pupils in reading and mathematics skills areas in which it is determined that the pupils are one or more years behind their peers.

3. Parental involvement, including participation in program planning and training to assist parents in fostering the school attendance and school achievement of their children. The plan under this subsection shall include goals and ob-

jectives and specific activities to be carried out, including parent-teacher conferences at least once each semester.

4. Pupil support services, including school counseling, school social work, school nursing, and school psychological services.

5. Identification, coordination and use of community support services available to serve the needs of children at risk, including the following:

a. Community programs and services provided by educational, social, health, business, industry and other public, private and volunteer organizations.

b. State, county and local government agencies.

6. Programs and instruction which will contribute to the preparation of pupils for work, including career exploration and planning, employability skills and attitudes, and development of specific occupational skills.

7. Other approaches and services which have demonstrated success in meeting the needs of children at risk, provided that programs for pupils in grades 9 through 12 are designed to allow pupils to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.

(c) It shall provide for coordination between existing programs, resources and services in the school district and community with any new programs, resources and services designed to serve needs of children at risk.

(d) It shall provide for evaluation of each program or service provided to children at risk to determine the effectiveness of the program or service in meeting the needs of children at risk. The evaluation shall be conducted as follows:

1. School districts which are required to submit their plans to the department for approval under sub. (2), shall provide for evaluation at least annually.

2. School districts which volunteer to submit their plans to the department for approval under sub. (3), shall provide for evaluation at least annually.

3. All other school districts shall provide for evaluation at least once every five years on a schedule which corresponds with the department audit for compliance with the school district standards under s. 121.02(2), Stats.

(2) If, in the previous school year, a school district had 50 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment, the board shall submit the plan developed under sub. (1) to the state superintendent for approval.

(3) If, in the previous school year, a school district had a dropout rate greater than 2.5% but less than 5%, the board may submit the plan developed under sub. (1) to the state superintendent for approval.

Note: PI 1204, Report of Pupils Leaving School, will be used as the basis for determining the number and percentages of dropouts. Copies of the form may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P. O. Box 7841, Madison, WI 53707.

Note: Form PI 2376, Children At Risk Program Plan, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P. O. Box 7841, Madison, WI 53707.

PI 25.04 General Requirements for School Board Programs for Children at Risk. Each board operating a program for children at risk shall:

(1) Designate a staff person to coordinate the program for children at risk.

(2) Provide that all work experience and other similar programs and activities taking place outside the school for which pupils receive academic credit, including those programs or curriculum modifications authorized under s. 118.15(1)(d), Stats., and instruction and pupil support services contracted for under s. 118.153(3)(c)1 and 2, Stats., are supervised by departmentally licensed teachers or other licensed school personnel.

(3) Ensure that in grades 9 through 12 curriculum modifications and alternative programs provided for children at risk are designed to allow the pupils to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.

(4) Identify children at risk enrolled in the school district and determine those programs and services which will meet the needs of such pupils, utilizing the procedures set forth in the board's plan under s. PI 25.03(1).

(5) Notify each pupil and his or her parent in writing that the pupil has been identified as a child at risk and is eligible to be enrolled in the board's program for children at risk. The notice shall:

(a) Include the name and telephone number of a person the parent or pupil can contact re-

garding the school district's children at risk program and the pupil's participation in the program.

(b) Describe the children at risk program.

(c) Inform the parent that she or he may select one or more components of the program in which the pupil will be enrolled, if the pupil meets the prerequisites for these components.

(d) Describe the procedure for requesting that the pupil be enrolled in the children at risk program.

(6) Enroll the pupil in the program for children at risk upon request of the pupil or the pupil's parent. If the board makes available more than one program for children at risk, the board shall enroll the pupil in the board program selected by the pupil or the pupil's parent if the pupil meets the prerequisites for that program. The request shall be in writing, by signature on a district provided form, or be given verbally to the person responsible for enrolling the child in the program. This person shall record the date and time of the request and whether this request was made in person or by phone.

(7) Ensure that the special education and related services needs of a child with exceptional educational needs, as defined in s. 115.76(3), Stats., who is also eligible to be served in the children at risk program, are addressed in the child's individualized education program developed pursuant to s. 115.80(4), Stats.

PI 25.05 Special Provisions Applicable to First Class City School System.

(1) The board of a school district operating under ch. 119, Stats., may contract with private, nonprofit, nonsectarian agencies to provide programs for children at risk for not more than 30% of the children at risk enrolled in the school district if the board determines that the agencies can adequately serve such children. A board contracting under this section shall:

(a) Determine and list in writing appropriate private, nonprofit, nonsectarian agencies located in the school district.

(b) Ensure that all instruction and pupil support services provided in contracted programs for children at risk are provided by one of the following:

1. Departmentally licensed teachers or other licensed school staff personnel.

2. Persons otherwise licensed to provide the instruction or related education services they will provide.

3. Persons who are supervised by licensed teachers or other licensed school staff personnel.

(c) Pay each contracting agency, for each full-time equivalent child at risk served under the contract, an amount equal to at least 80% of the school district's average per pupil cost, and include in the annual report the amount paid to each contracting agency for each child at risk served.

(d) Establish procedures with each contracting agency for the agency to:

1. Describe staff qualifications.

2. Describe curriculum modifications and alternative programs to be provided.

3. Evaluate pupil performance including grading criteria, procedures for granting academic credit, and testing for progress in reading and mathematics skills areas.

4. Record and report pupil attendance and retention rates.

(e) Develop a procedure for communication and cooperation with the contracting agencies in meeting the needs of children at risk served under this section.

(f) Increase the enrollment level or offer the pupil another comparable program if it is determined that a pupil is to be served in a contracted program under this section, but the enrollment limit has been reached for that contracted program. If enrollment is subsequently open in the original contracted program, the pupil shall be given the opportunity to enroll in the program.

(2) The board shall assure the department in writing that each program for children at risk provided by a contracting agency meets all of the requirements of this section.

(3) In addition to the annual report on the children at risk program required under s. PI 25.06(1), the board shall report annually to the department the information required under s. PI 25.06(1)(a) for each contracting agency serving children at risk.

(4) Pupils served under this section who receive high school diplomas may not be counted in meeting the conditions under s. PI 25.06(2) unless the pupil met the high school graduation requirements under s. 118.33, Stats., or completed a program under s. 118.33(2)(m), Stats.

PI 25.06 Annual Reports, State Financial Aid and District Use of Additional Funds.

(1) *Annual Reports.* (a) Under s. 118.153(4)(a), Stats., boards which have their program for children at risk plans approved by the state superintendent under s. PI 25.03(2),

and (3), shall submit an annual report by August 15 to the state superintendent. The annual report on the program for children at risk shall include the following information concerning pupils served in the program:

1. The number of pupils, by grade level, gender and ethnic membership, who were identified as children at risk, who requested enrollment in the program for children at risk, and who were enrolled in the program for children at risk.

2. Pupil attendance rates.

3. Pupil retention rates.

4. Graduation rate of high school seniors.

5. The percentage of pupils receiving academic credit sufficient for them to advance to the next grade level or to graduate from high school.

6. The percent of pupils showing significant academic progress for each semester of instruction.

7. The number of pupils whose parents did and did not participate in specific parent involvement activities established by the school board.

(b) Information provided to the department under par. (a) shall be reported by school and aggregated for the district.

(c) Results of the evaluations under s. PI 25.03(1)(d) shall be submitted to the department with the annual report under this section.

(d) The district shall maintain records which will substantiate the information reported in the annual report as may be required by the department under this section.

(2) *State Financial Aid.* (a) Except as provided under par. (b), school districts shall receive additional state aid under s. 118.153(4)(b), Stats., if the state superintendent determines from the report required under sub. (1) that any three of the following conditions have been met:

1. The average daily attendance rate for pupils enrolled in the program for children at risk was at least 70%.

2. At least 70% of the pupils enrolled in the program for children at risk completed the school year or graduated from high school during the school year.

3. At least 70% of the pupils who were high school seniors and enrolled in the program for children at risk received a high school diploma at the end of the school term or at the end of the summer school session immediately following the school term.

4. At least 70% of the pupils enrolled in the program for children at risk received academic credit sufficient for them to advance to the next grade level or to graduate from high school at the end of the school term or at the end of the summer school session immediately following the school term.

5. Pupils enrolled in the program for children at risk showed as a group significant academic progress in reading and mathematics for each semester of instruction in terms of:

a. Level of academic performance compared to the previous year.

b. Level of performance on new topics introduced during the semester.

(b) A school district may not receive additional aid for a children at risk program serving pupils in grades 5 or 6 unless the state superintendent determines from the report required under sub. (1) that all of the following requirements were met:

1. The average attendance rate for the pupils enrolled in the program was at least 90%.

2. At least 80% of the pupils enrolled in the program demonstrated significant academic progress.

3. At least 70% of the parents or guardians of the pupils enrolled in the program participated in parent involvement activities established by the school board.

Note: Form PI 2375, Annual Report for Children At Risk Program, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P. O. Box 7841, Madison, WI 53707.

(3) *District Use of Additional Funds.* The board of a school district receiving additional funds to provide programs and services to meet the needs of children at risk shall use the additional funds to fund board operated or contracted curriculum modifications, alternative programs, remedial instruction, parental involvement, pupil support services and program evaluation, and contracted services as specified under s. PI 25.05(1). This subsection does not provide authorization for boards to contract for programs or services beyond statutory authority.

Chapter PI 26
Education for Employment Plans and Program Requirements

PI 26.01 Applicability and Purpose. Under s. 121.02(1)(m), Stats., beginning in the 1991 school year, every board shall provide access to an education for employment program approved by the state superintendent. The pur-

pose of education for employment programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin. This chapter defines education for employment programs, describes the process for approval of education for employment plans, and establishes approval criteria for education for employment programs.

PI 26.02 Definitions. In this chapter:

(1) "Basic skills" means reading, language arts, mathematics, science and social studies concepts and skills.

(2) "Board" means the school board in charge of the public schools of the district.

(3) "Business and education partnerships" means formal cooperative relationships between public schools and school districts and businesses which benefit and involve pupils, professional staff, the school district, businesses, and the community.

(4) "Career exploration and planning" means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

(5) "CESA" means a cooperative educational service agency under ch. 116, Stats.

(6) "Community field experience" means learning about work and other life roles by studying, observing and performing them, and it involves expanding educational environments to places where these roles occur.

(7) "Department" means the Wisconsin department of public instruction.

(8) "Employability skills and attitudes" means the cognitive and effective skills needed by pupils to obtain and retain employment, and which are applicable and transferable to general employment situations.

(9) "School-supervised work experience" means a set of planned educational experiences, supervised by licensed school personnel, designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs.

(10) "State superintendent" means the state superintendent of public instruction.

(11) "Study of economics and American economic institutions" means the study of economics including business, industry, labor, and agricultural operations and organizations and their role in a local, state, national and international economy; entrepreneurship and entrepreneurial skills; consumer and household economics; and the role of citizens in a local, state, national, and international economy.

(12) "Vocational education" means instructional programs designed to achieve pupil mastery of the skills set forth in s. 118.01(2)(b), Stats.

PI 26.03 General Requirements for School Board Programs for Education for Employment. Under s. 121.02(1)(m), Stats., by September 1, 1991, and thereafter, every board shall have an education for employment program for elementary and secondary pupils which has been approved by the state superintendent under s. PI 26.04. To be approved, a program shall meet all of the following requirements:

(1) The board shall appoint a districtwide education for employment council or participate in a CESA education for employment council, or participate in an education for employment council established through a s. 66.30, Stats., agreement among two or more boards. At least half the council shall be composed of employers who are representative of a cross section of the district or regional labor market. The remainder shall be composed of teachers, administrators, pupil services personnel, board members, pupils, parents, representatives of organized labor, representatives of job training partnership councils, and representatives of district vocational and technical institutes or colleges. The council shall be representative of the population in the district or region, including females, minorities and disabled persons.

(2) The program shall be operated in accordance with an education for employment plan developed by the council and approved by the board by September 1, 1989. The program's long range plan shall be defined in incremental steps and the plan shall be implemented by September 1, 1991. The plan shall be based on pupil needs and interests, equality of educational opportunity, labor market information, impact on economic development and job creation, employment needs, periodic follow-up studies of graduates, and an evaluation of current programs and staff development needs. The plan shall be reviewed annually by the education for employment council, and revised, if necessary, at least once every 5 years.

(3) The board shall designate a staff person to coordinate the education for employment program.

(4) All pupils in grades kindergarten through 12 shall have access to an education for employment program which provides for the following:

(a) Instruction which provides for the practical application of basic skills in the general and vocational curricula.

(b) School-supervised work experience. Work experience may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12.

(c) Career exploration and planning which also addresses sex-role stereotyping in career decision making.

(d) Instruction in employability skills and attitudes.

(e) The study of the practical application of economics and American economic institutions, including entrepreneurship education and the knowledge needed to begin and operate a business.

(5) All pupils in grades 9 through 12 shall have access to vocational education programs which have an appropriate curriculum based on labor market information including follow-up studies of graduates on the basis of race, sex and handicapping condition, job placement and employment needs.

(6) The board shall maintain information on pupil participation in the education for employment program by race, sex and disability.

(7) The board shall establish a business and education partnership council to encourage the development of business and education partnerships. The education for employment council established under sub. (1) may serve as the business and education partnership council.

(8) The board shall integrate other educational program requirements into the education for employment program, including those found in the school district standards under s. 121.02(1), Stats., vocational skills required under s. 118.01(2)(b), Stats., high school graduation requirements under s. 118.33, Stats., and programs for children at risk under s. 118.153, Stats.

(9) The board shall coordinate the education for employment program with other public school districts; CESAs; vocational technical institutes and colleges; and job training programs.

PI 26.04 Approval of Education for Employment Programs. The state superintendent shall review school district education for employment plans during the school district standards compliance audits under s. PI 8.02. The state superintendent shall approve a program if it meets all of the requirements of s. PI 26.03.

Chapter PI 118
General School Operations

PI 118.153 Children at Risk.

(1) In this section:

(a) "Children at risk" means:

1. Pupils who are one or more years behind their age group in the number of credits attained or in basic skill levels and are also one or more of the following:

a. Dropouts.

b. Absent, in any school semester, for more than 15% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)2, whether such absences are excused or unexcused.

c. Parents.

d. Adjudicated delinquents.

2. Pupils in grades 5 to 8 who are 2 or more years behind their age group in basic skill levels.

3. Pupils in grades 5 to 8 who are one or more years behind their age group in basic skill levels and have been absent, in any school semester, for more than 10% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)2, whether such absences are excused or unexcused.

(b) "Dropout" means a child who ceased to attend school, continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3).

(2) (a) Every school board shall identify the children at risk who are enrolled in the school district and annually by August 15 develop a plan describing how the school board will meet their needs. The plan shall do all of the following:

1. Describe how curriculum modifications, alternative programs, remedial instruction and pupil support services will be used to meet the needs of the children at risk.

2. Include a list of all community support services available to the children at risk and describe how the services will be used and coordinated to meet the needs of the children at risk.

3. Provide for parent-teacher conferences for parents of children at risk and describe how parental involvement will be used to meet the needs of the children at risk.

(b) 1. If in the previous school year a school district had 50 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment, the school board shall submit the plan developed under par. (a) to the state superintendent for his or her approval.

2. If in the previous school year a school district had a dropout rate greater than 2.5% but not exceeding 5%, the school board may submit the plan developed under par. (a) to the state superintendent for his or her approval.

(3) (a) Beginning in the 1986-87 school year:

1. Every school board shall make available to the children at risk enrolled in the school district a program for children at risk.

2. Upon request of a pupil who is a child at risk or the pupil's parent or guardian, the school board shall enroll the pupil in the program for children at risk. If a school board makes available more than one program for children at risk, the school board shall enroll the pupil in the program selected by the pupil's parent or guardian if the pupil meets the prerequisites for that program.

(b) Programs for children at risk shall be designed to allow the pupils enrolled to meet high school graduation requirements under s. 118.33.

(c) 1. The school board of a school district operating under ch. 119 shall identify appropriate private, nonprofit, nonsectarian agencies located in the school district to meet the requirements under pars. (a) and (b) for the children at risk enrolled in the school district.

2. The school board may contract with the agencies identified under subd. 1 for not more than 30% of the children at risk enrolled in the school district if the school board determines that the agencies can adequately serve such children.

3. The school board shall pay each contracting agency, for each full-time equivalent pupil served by the agency, an amount equal to at least 80% of the average per pupil cost for the school district.

(4) (a) Beginning in August, 1987, and annually thereafter, the school board of every school district whose plan was approved under sub. (2)(b) in the previous school year shall submit a report to the state superintendent. The report shall include information on the school district's attendance, retention and high school graduation rates for pupils enrolled in a program for children at risk and the percentage of pupils enrolled in a program for children at risk who received academic credit in the previous school year.

(b) Except as provided under par. (d), if upon receipt of a school board's annual report under par. (a) the state superintendent determines that any 3 of the conditions listed under par. (c) existed in the school district in the previous school year, the school district shall receive from the appropriation under s. 20.255(2)(bc), for each pupil enrolled in the school district's program for children at risk, additional state aid in an amount equal to 10% of the school district's average per pupil aids provided under ss. 20.143(1)(bs) and 20.255(2)(ac), (ad), (an) and (q) in the previous school year.

(c) 1. The school district's average attendance rate for pupils enrolled in the school district's program for children at risk was at least 70%.

2. The school district's retention rate for pupils enrolled in the school district's program for children at risk was at least 70%.

3. At least 70% of the pupils enrolled in the school district's program for children at risk as high school seniors received a high school diploma.

4. At least 70% of the pupils enrolled in the school district's program for children at risk received academic credit.

5. The school district's program for children at risk can show significant improvement in reading and mathematics performance for each semester of instruction.

(d) The state superintendent may not provide additional aid under par. (b) to a school district for a children at risk program serving pupils in grades 5 or 6 unless the program met all of the following requirements in the previous school year:

1. The average attendance rate for the pupils enrolled in the program was at least 90%.

2. At least 80% of the pupils enrolled in the program demonstrated significant academic progress.

3. At least 70% of the parents or guardians of the pupils enrolled in the program participated

in parent involvement activities established by the school board.

(e) If the appropriation under s. 20.255(2)(bc) in any fiscal year is insufficient to pay the full amount of aid under par. (b), state aid payments shall be prorated among the school districts entitled to such aid.

(5) The school board of a school district receiving additional state aid under sub. (4)(b) shall use the additional funds received for meeting the requirements under subs. (2)(a) and (3).

(6) Biennally, the legislative audit bureau shall audit school district eligibility, performance criteria and state aid payments under this section.

(7) The state superintendent shall promulgate rules to implement and administer this section. The rules shall not be overly restrictive in defining approved programs and shall not serve to exclude programs that have demonstrated success in meeting the needs of children at risk.

Section note: 1985 Acts 29, 332; 1987 Act 27; 1989 Acts 31, 336; 1989 Act 336 s. 3203(44) provides that the change to the appropriation reference in sub. (4)(b) takes effect July 1, 1990.

PI 118.35 Programs for Gifted and Talented Pupils.

(1) In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

(2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.

(3) Each school board shall:

(a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

(b) Annually by August 15, report to the state superintendent the number of gifted and talented pupils who participated in a program under par. (a) in the previous school year and such other information as the state superintendent requests.